

Creating an ESL Curriculum in a Type C International School in China

by

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## Project Description

This four-week unit is designed for upper elementary Chinese students at a Type C international school and answers the question, *What does an ESL curriculum look like in a Type C Chinese international school and how will it reflect the cultural and linguistic needs of its students?* A Type C international school is an internationalized school that caters to affluent families who want the experience of a Western curriculum while still learning their national curriculum wherever they may be. Type C international schools have only been created in the last few years, so as an ESL teacher, my interest is in what kind of curriculum could be taught there in order for students to achieve English proficiency and an international perspective.

The overarching goal of this unit is to understand how human impact on the earth has affected the lives of indigenous peoples around the world. Based on my research and experience teaching Chinese students, these are the reasons for this topic:

1. China is mostly racially homogenous, so this would be a way to introduce young students to the idea that many kinds of people exist in this world.
2. Part of most international schools' mission is to teach students to become advocates for the betterment of the world, and without knowledge of how humans have impacted the world, whether negatively or positively, they can't really do that.
3. This topic lends itself to the use of academic language functions (such as summarize, analyze, create, justify, etc.) that are key components of being competent in all content areas.
4. As this program stems from the Ontario ESL curriculum framework, there is direct connection from this topic to the history of how the Canadian government has treated indigenous people.



5. In light of China's human rights violations in its current treatment of the Uighur people, this topic can serve as a parallel between what's happened in the past and what's happening now; part of becoming global citizens is to recognize right from wrong, so this would be an indirect way of showing students that.
6. For personal reasons, I find this to be a great way to introduce my culture to my students, as I have experienced in the past people assuming I am Chinese (and again, this would be another opportunity for students to learn about something new).

For this specific school described in my capstone paper, I have designed the unit based on the Ontario education standards and curriculum. The unit plan is provided by the *Supporting English Language Learners* guide from the Ontario Ministry of Education. The Ontario standards are separated into different content areas. This unit uses the grade four standards from the Language and Social Studies curricula. The Language curriculum consists of four sections: Oral Communication, Reading, Writing, and Media Literacy. The Social Studies curriculum is divided into two strands: A) Heritage and Society, and B) People and Environments.

### **Lesson Plans**

Standards and objectives are listed in each of the lesson plans that follow the unit plan below. Objectives are split into content and language. They derive from the standard listed at the beginning of the lesson plan. There are 20 lessons that run over the course of four weeks. The lesson plan template I designed is a combination of the typical lesson plan I've used in the United States and the planning template provided by the *Supporting English Language Learners* guide.

The planning template includes modifications for three students at different stages of English proficiency. For the purpose of this project, I have created three fictional students.

Below are their learner profiles to provide context for the modifications in the lesson plans. To reiterate, these have been made up in order to model to teachers the kinds of modifications they may make in regards to the needs of the different stages.

(Note: All students are Chinese in a Type C international school)

ESL	ESL	ESL
<b>Lisa, Grade 4, Beginner</b> <i>Stage 1 of ELD Second-Language Acquisition</i>	<b>Jack, Grade 4, Intermediate</b> <i>Stage 2 of ELD Second-Language Acquisition</i>	<b>Belle, Grade 4, Advanced</b> <i>Stage 4 of ELD Second-Language Acquisition</i>
Lisa has never learned English in her schooling. She has just transferred from a public school where instruction was in Chinese only. She has had an English tutor three nights a week for the last six months, so she knows basic English. She can write her name and short sentences about her family. She has a dog that she likes to talk about. She likes to listen to her classmates and looks to them to behave in class. She likes to read books about animals.	Jack has been at this school for one and a half years. Before then, he was in a public school. He has steadily grown in his confidence to speak in front of his classmates. He has expanded his vocabulary to include some academic words. He likes art and is very creative. He likes to write stories but not formal writing. He can read independently but benefits from guided reading lessons to help him clarify his understanding of the reading. He prefers reading graphic novels.	Belle has been learning English in school since grade 1. She likes reading nonfiction books about places and has a deep interest in social studies. She is on grade level with reading. Her writing is expressive but is not free of grammatical errors. She has a strong vocabulary in writing. She is quiet by nature and doesn't talk unless prompted or asked. She prefers one-on-one interactions. Outside of school, she plays tennis and does martial arts.

This unit can be adapted or modified to fit the user's needs depending on where and who they are teaching. Although it is aimed at Chinese students in a Type C international school, it is meant to be a template and guide for teachers who find themselves teaching in similar contexts. This is a project that can be expanded upon. Other units could feature different subject areas and cultures. Overall, I see this project as a starting point for my future if I continue working in Type C international schools.

## Resource List

### Mentor Texts

Burton, V.L. (1942). *The Little House*. Houghton Mifflin Company.

Cha, D. (1998). *Dia's Story Cloth*. Lee & Low Books.

Robertson, D. (2016). *When We Were Alone*. HighWater Press.

### Ontario Curriculum Guides

Language, 1-8

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

Social Studies, 1-8

<http://www.edu.gov.on.ca/eng/Curriculum/elementary/social-studies-history-geography-2018.pdf>

ESL/ELD Resource Guide

<http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf>

Supporting English Language Learners

<http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>

### YouTube Videos

Amazon Rainforest Indigenous People <https://www.youtube.com/watch?v=yu88xsGweZs>

Namwayut <https://www.youtube.com/watch?v=2zuRQmwaREY>

### UN Declaration on the Rights of Indigenous Peoples

<https://www.un.org/development/desa/indigenouspeoples/publications/2013/09/adolescent-friendly-version-of-the-un-declaration-on-the-rights-of-indigenous-peoples/>

### Climate Change Websites

<https://climatekids.nasa.gov/climate-change-meaning/>

<https://kids.nationalgeographic.com/science/article/climate-change>

<https://www.noaa.gov/education/resource-collections/climate/climate-change-impacts>

## Unit Overview

**Title:** Impact of Human Development on Indigenous Peoples

**Grade:** 4  
**Time:** 4 weeks

### Summary of unit

By the end of the unit students will be able to explain how humans have impacted the earth and analyze its negative or positive effects on indigenous peoples.

### Scope and sequence

The following list outlines all components of the unit:



- **Culminating Task - Podcast**
  - Students listen to their classmates podcasts
  - Students answer questions about different indigenous peoples based on podcasts
- **Week 4: Research**
  - Focus question: How have humans impacted the earth and how does that affect the lives of indigenous peoples?
  - Research about different indigenous peoples
  - Summative assessment: Students create a podcast with a partner that discusses the group of people they researched
- **Week 2: Hmong People**
  - Introduce the history of Hmong people to students
  - Brainstorm words and phrases from illustrations from the book, "Dia's Story Cloth"
  - Read "Dia's Story Cloth"
  - Learn vocabulary words related to indigenous peoples
  - Summative assessment: Class creates a *paj ntaub* - a story cloth that shares their family history
- **Week 3 Introduction to indigenous people**
  - Focus questions: Who are indigenous people?
  - Read "When We Were Alone"
  - Brainstorm and rank the most important rights (read and study UN Declaration on the Rights of Indigenous Peoples)
- **Week 1: Exploring the positive and negative effects of human impact**
  - Focus question: Why have humans changed the way the land looks?
  - Introduce physical and human features of land
  - Read "The Little House"
  - Summative assessment: Students create a drawing of physical features with an overlay of human features with a written description

### Big ideas

- Indigenous peoples have been impacted greatly from human development of land
- Indigenous peoples exist throughout the world
- Indigenous peoples value their connection to the land
- The actions and habits we adopt today as a whole will have lasting effects for the generations to come

### Focus questions

- Why have humans changed the way the land looks?
- Who are indigenous people?

- What rights do indigenous people have?
- How have humans impacted the earth and how does that affect the lives of indigenous peoples?

### Vocabulary

Week 1: physical feature, human feature, government, city, country, boundary, elevation, landform, mountain, river, stream, strait, peninsula, valley, plain, plateau, ocean, bay, gulf, delta, glacier, island, sea, canyon, isthmus, coast, mesa, lake

Week 2: impact, right

Week 3: emigrate, homesick, determined, recruit, peaceful, community, conflict, culture, government, harm, identity, indigenous, language, native, resourceful, right, tradition, tribe, value

### Overall expectations (curricular standards)

#### Social Studies

- Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada  
Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship
- Describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs

#### Language

##### Oral Communication

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

##### Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience;

##### Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

### Specific expectations

### Expectation modifications

#### Social Studies

##### B1.1

Analyze some of the general ways in which the natural environment has affected the development of industry.

##### B1.1

Lisa and Jack: List 3 examples of how humans have used physical features to make their lives more efficient.  
Belle: No modifications necessary.  
Accommodations outlined in individual lesson plan.

##### B2.3

Analyze and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions.

##### B2.3

All students: Read physical and political maps to find different kinds of information from them.  
Accommodations outlined in individual lesson plan.

##### B3.1

Identify various physical regions in Canada (*e.g., landform, vegetation, and climatic regions*), and describe their location and some of the major ways in which they are distinct from and similar to each other.

##### B3.1

All students: Describe different landforms and how they have been changed to accommodate humans.  
Accommodations outlined in individual lesson plan.

##### B3.2

Identify some of the main human activities, including

##### B3.2

All students: Write about changes humans have made to

industrial development and recreational activities, in various physical regions.	the physical land and how that affects the earth. Accommodations outlined in individual lesson plan.
<b>Language</b>	
<i>Oral communication</i>	
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.	1.2 All students: No modifications necessary; accommodations outlined in individual lesson plan.
1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts.	1.3 All students: No modifications necessary; accommodations outlined in individual lesson plan.
2.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.	2.3 Lisa: Use short words and phrases to show information, use 4-5 vocabulary words to explain ideas. Jack: Use simple to compound sentences to show information, use 5-10 vocabulary words to explain ideas. Belle: Use simple to complex sentences and transitions to show information, use 10+ vocabulary words to explain ideas. Accommodations outlined in individual lesson plan.
<i>Writing</i>	
1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.	1.3 All students: No modifications necessary; accommodations outlined in individual lesson plan.
1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.	1.5 All students: Write a paragraph with a topic sentence, supporting details, and a concluding sentence using transition words. Accommodations outlined in individual lesson plan.
<i>Reading</i>	
1.1 Read a variety of texts from diverse cultures, including literary texts.	1.1 All students: No modifications necessary; accommodations outlined in individual lesson plan.
1.5 Make inferences about texts using stated and implied ideas from the texts as evidence.	1.5 Lisa and Jack: Make predictions about a story by looking at the pictures in the story. Belle: No modifications necessary. Accommodations outlined in individual lesson plan.
1.6	1.6

<p>Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p>	<p>All students: Make text connections to their own lives; compare and contrast your school life to those in residential schools. Accommodations outlined in individual lesson plan.</p>
<p>3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues.</p>	<p>3.2 All students: Make connections between vocabulary words to help your understanding of the content. Accommodations outlined in individual lesson plan.</p>
<p><i>Media Literacy</i></p>	
<p>1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.</p>	<p>1.3 All students: Share your opinions by ranking the importance of indigenous rights from a government text. Accommodations outlined in individual lesson plan.</p>
<p><b>Assessment and evaluation</b></p>	
<p><i>Assessment for learning:</i></p> <ul style="list-style-type: none"> <li>● Anticipating guide</li> <li>● Group activities</li> <li>● Exit tickets</li> <li>● Teacher observations</li> <li>● Feedback from teachers</li> </ul>	<p><i>Assessment as learning:</i></p> <ul style="list-style-type: none"> <li>● Responses to peers' videos</li> <li>● Peer discussions</li> </ul> <p><i>Assessment of learning:</i></p> <ul style="list-style-type: none"> <li>● Teacher-created rubrics</li> <li>● Student checklists</li> <li>● Paragraph writing</li> </ul>
<p><b>Links to prior knowledge and skills</b></p>	
<p>Students may have first-hand experience or knowledge about one or more of the following:</p> <ul style="list-style-type: none"> <li>● Identifying different landforms</li> <li>● Celebrating elements of their culture</li> <li>● Understanding who indigenous peoples are</li> <li>● Understanding climate change issues</li> <li>● Reading a rubric</li> </ul>	<p>Students may have acquired these skills prior to learning this unit:</p> <ul style="list-style-type: none"> <li>● Organizing a paragraph</li> <li>● Responding to peers' learning</li> <li>● Reading for purpose</li> <li>● Speaking with clarity and purpose</li> </ul>

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Physical and Human Features	ESL/Social Studies	4	Week 1, Day 1
<b>Curricular Standard:</b>				
Grade 4, Social Studies: B1.1 Analyze some of the general ways in which the natural environment has affected the development of industry.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT sort and identify physical and human features of land.		SWBAT explain out loud to their classmates why a picture shows a physical or human feature using the word “because”.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
What are physical and human features?		physical feature, human feature		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
N/A		<ul style="list-style-type: none"> <li>• Slide presentation</li> <li>• Sets of 8 picture cards</li> <li>• Human and physical features chart (1.1.1)</li> <li>• Clipboards for students (optional)</li> </ul>		
<b>Instructional Activities/ Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Picture sort (10-15 minutes)</b>				
<p>Students work in pairs. Hand out 8 picture cards to each pair. Each picture shows either a physical feature or human feature. Tell students to look at the pictures and separate them into two groups and discuss with each other why they grouped the pictures the way they did.</p> <p>After giving students time to group the pictures together, come together as a whole class and group the pictures according to what they say.</p> <p>There is a correct way to group the pictures:</p>		<p>Model with all students how they can discuss the pictures. Give examples of groupings they can look at. Some guiding questions:</p> <ul style="list-style-type: none"> <li>• What colors do you see in the pictures?</li> <li>• How are these things in the pictures used?</li> <li>• Where are these places?</li> <li>• Are these places for fun or not?</li> </ul> <p>Write these sentence frames on the board to help Lisa and Jack use the correct wording:</p> <ul style="list-style-type: none"> <li>• “These pictures show a human feature because _____.”</li> <li>• “These pictures show a physical feature because _____.”</li> </ul>		



<p>Group 1: lighthouse, school, road, bridge, and planted tree</p> <p>Group 2: tree, hill, and cliff</p>			
<b>2: Whole class picture description (10-15 minutes)</b>			
<p>Introduce the words <b>physical feature</b> and <b>human feature</b>.</p> <p>Students repeat and read the definitions of the words together.</p> <p>Show a series of pictures. On each picture, give students one minute to share with their neighbor/group whether they think the picture shows a physical or human feature.</p> <p>After a minute, pick a student to tell whether or not the picture shows a human or physical feature.</p> <p>If it's a physical feature, expect this answer: "It's a physical feature because it's a natural part of the earth."</p> <p>If it's a human feature, expect this answer: "It's a human feature because humans made it."</p> <p>Teacher repeats the process 6 times with 6 pictures.</p>	<p>Let other students answer questions first so that Lisa can hear the answers be repeated and catch on to the pattern.</p> <p>Ask for Lisa's answer on one picture and give her time to share her idea. Provide words</p>	<p>After asking Belle, ask Jack to respond to the next picture. Point to the sentences on the board to help him figure out how to respond to the picture.</p>	<p>Ask Belle to respond to the first picture in order to set an example for other students. Use her phrasing and write on the board to show the students who respond next how to phrase their answer.</p> <p>Ideally, Belle should respond with either response below:</p> <p>"It's a physical feature because it's a natural part of the earth."</p> <p>"It's a human feature because humans made it."</p> <p>Make these sentences visible for all students.</p>
<b>3: School walk (20 minutes)</b>			
<p>Take students on a walk through and outside the school (weather permitting). Students should have their human and physical features chart with them and something to write with and on.</p> <p>As students walk through the school, they should write down things they see that can be human features (e.g. drinking fountains, walls, floors, lights, etc.). During outside walk, there should be more examples of physical features (e.g. trees, grass, bushes, animals, etc.). Human features outside are</p>	<p>Walk with Lisa and point to various things you see. Give your own classification as an example, i.e., "Do you see the wall? I think the wall is a human feature because humans made it."</p> <p>Then ask Lisa about another object and have her explain. On her paper, make sure the two sentences,</p> <p>"It's a physical feature because it's a natural part of the earth."</p> <p>and</p>		

also prevalent (e.g. street, sidewalk, street signs, brick building, cars, etc.).

Once back in class, have students share what they found and create a class chart of human and physical features.

“It’s a human feature because humans made it.”

are written down so she has them to look at as she repeats her answers to you.

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Reading Physical and Political Maps	ESL/Social Studies	4	Week 1, Day 2
Curricular Standard:				
Grade 4, Social Studies: B2.3 Analyze and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions ( <i>e.g., use maps and atlases to locate information about the spatial boundaries of municipal areas and the different land uses within them; use an interactive atlas to identify natural resources in your local area</i> ).				
Content Objective:		Language Objective:		
SWBAT read political and physical maps to find information.		SWBAT list information from political and physical maps of the world using short words and phrases.		
Essential Question(s):		Academic Vocabulary:		
How do I read political and physical maps?		physical feature, human feature, government, city, country, boundary, elevation, landform		
Technology Integration:		Materials/Instructional Resources		
N/A		<ul style="list-style-type: none"><li>Political and physical maps of all continents (hang on wall)</li><li>Political/Physical Map Study worksheet (1.2.1)</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Introduction (10 minutes)				
As a review of the previous lesson and an introduction to this lesson, post this question on the board: "Are cities and countries human or physical features? Explain."  Students answer in pairs and discuss what they think.		Provide sentence frames on the board to help frame how Lisa can say her response and ideas.  "Cities are a human feature because _____."  "Cities are a physical feature because _____."		
2: Mini lesson on political and physical maps (15-20 minutes)				
Show a political and physical map of the same place on the board. Ask students to compare		Ask Lisa and Jack the following questions if they are struggling with ideas: <ul style="list-style-type: none"><li>What colors do you see on the maps?</li></ul>		Ask Belle the following questions when she and her

<p>and contrast these two maps with partners. Possible answers include: one is more colorful, one is only brown and green, one has lines that show places, they both show names of places, they both are the same place, etc.</p> <p>Show a political map and its definition and introduces vocabulary related to it (boundary, government, city, country). Discuss with students what political maps are for and their typical characteristics.</p> <p>Show a physical map and its definition and introduces vocabulary related to it (elevation, landform). Discuss with students what physical maps are for and their typical characteristics.</p>	<ul style="list-style-type: none"> <li>• Which map has lines?</li> <li>• Do you see city names on the maps?</li> </ul>	<p>partner are done discussing what is similar and different:</p> <ul style="list-style-type: none"> <li>• Why do you think the maps have different colors?</li> <li>• What do you think the green and brown colors mean on the physical map?</li> <li>• What is the purpose of these maps?</li> </ul>
<b>3: Map study (20 minutes)</b>		
<p>Hand out a worksheet with questions about all continents. One side is related to reading a political map. The back side is related to reading a physical map. Students walk around the classroom to look at 14 different maps to find information about each continent.</p>	<p>Pair Lisa and Jack with other students. Tell them they can split the work and confer with each other about their answers. For the first 2 or 3 questions, guide Lisa and Jack to the correct map and show her the information she is looking for. For example, one question asks the students to list 5 cities in Africa. Show on the map one example of a city and how to tell it's a city ("There's a black dot right by it, and the size of the dot tells you how big the city is."). Then ask Lisa and Jack to point to another one. Repeat for another question or two.</p>	<p>Give Belle the choice to work independently or with a partner.</p>

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Landforms	ESL/Social Studies	4	Week 1, Day 3
<b>Curricular Standard:</b>				
Grade 4, Social Studies: B3.1 Identify various physical regions in Canada ( <i>e.g., landform, vegetation, and climatic regions</i> ), and describe their location and some of the major ways in which they are distinct from and similar to each other.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT identify different landforms.		SWBAT define landforms using a dictionary.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
What are different examples of landforms?		Landforms: mountain, river, stream, strait, peninsula, valley, plain, plateau, ocean, bay, gulf, delta, glacier, island, sea, canyon, isthmus, coast, mesa, lake		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
<ul style="list-style-type: none"> <li>iPads or laptops for online dictionary</li> </ul>		<ul style="list-style-type: none"> <li>Dictionary (on iPads if possible, or paper)</li> <li>4"x5.5" rectangular pieces of cardstock paper for vocabulary cards</li> <li>Markers or color pencils</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Review physical features (10 minutes)</b>				
Review physical features by finding pictures of things that students listed in their chart from the previous lesson and adding them to your slide presentation. Review why those things are physical features.				
<b>2: Preview landforms (15-20 minutes)</b>				
<p>Introduce the word <b>landform</b> to the students by telling students that landforms are type of physical feature. Break down the word by defining 'land' and 'form' separately, then what the word means altogether.</p> <p>Land: the part of the earth that is not water  Form (v.): to make  Form (n.): the shape of something</p>				

<p><b>Landform:</b> the shape of the land  <b>Landform:</b> the natural part of Earth's surface</p> <p>Show pictures of different landforms and ask students if they've seen them before. See if students can name different kinds of landforms. For example, students would probably know <b>mountain, ocean, river, lake, desert.</b></p>			
<b>3: Landform vocabulary cards (20 minutes)</b>			
<p>Introduce a list of 20 landforms (or however many is equal to the number of students).</p> <ol style="list-style-type: none"> <li>1. mountain</li> <li>2. river</li> <li>3. stream</li> <li>4. strait</li> <li>5. peninsula</li> <li>6. valley</li> <li>7. plain</li> <li>8. plateau</li> <li>9. ocean</li> <li>10. bay</li> <li>11. gulf</li> <li>12. delta</li> <li>13. glacier</li> <li>14. island</li> <li>15. sea</li> <li>16. canyon</li> <li>17. isthmus</li> <li>18. coast</li> <li>19. mesa</li> <li>20. lake</li> </ol> <p>Tell students they will each make a vocabulary card for one of the landforms with a picture of the word, the word itself, and a definition. Students will use dictionaries at their tables and/or on iPads if available.</p> <p>Students have to use up all the space on their vocabulary card.</p> <p>When all are done, hang the cards up where they can be easily viewed by students throughout the unit.</p>	<p>Give Lisa a landform that will be easy to define and understand for herself (like <b>ocean</b> or <b>mountain</b>). Help her find the word in the dictionary and read the definition out loud to her and ask her to retell it to you. If some words in the definition are hard, help her reword it.</p>	<p>Show Jack how to look up the word in the dictionary. Have him read the definition to you and ask him if it makes any sense. Have him retell it to you.</p>	<p>Ask Belle to write on the back of her card what she thinks her landform is used for. For example, if she has the word <b>peninsula</b>, ask her how humans can use a peninsula to make their lives easier. One possible answer might be that humans can build ports around the peninsula to help with importing goods from other countries by boat.</p>

<b>ESL Lesson Plan</b>  <b>Teacher:</b>	<b>Lesson/Topic:</b>  Design a City Part 1	<b>Class/Subject:</b>  ESL/Social Studies	<b>Grade Level:</b>  4	<b>Lesson Sequence:</b>  Week 1, Day 4
<b>Curricular Standard:</b>				
Grade 4, Social Studies: B3.2 Identify some of the main human activities, including industrial development and recreational activities, in various physical regions.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT design a city that integrates physical features with human features.		SWBAT write paragraphs about how physical features are used to further human development using landform vocabulary.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
How are human features created around physical features?		Landforms: mountain, river, stream, strait, peninsula, valley, plain, plateau, ocean, bay, gulf, delta, glacier, island, sea, canyon, isthmus, coast, mesa, lake		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
		<ul style="list-style-type: none"> <li>• Cardstock paper</li> <li>• Markers or color pencils</li> <li>• “My City Design” worksheet (1.3..1 and 1.3.2)</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Review landforms (10 minutes)</b>				
<p>Show different images of landscapes and ask students to talk about the different landforms they see. Give students around a minute to discuss each picture with their groups/partners, then share out loud.</p> <p>Display a large picture on the board/screen that shows all the different landforms. Give each student a vocab card from yesterday’s lesson to read and study and place correctly on the board/screen. Make corrections if necessary.</p>				
<b>2: Introduce city planning activity (10 minutes)</b>				
Tell students they are city planners who have been given a new piece of land to build a city		Offer suggestions to Lisa about which	If you can have a smaller version of the	Encourage Belle to include one or two

<p>on. Pass out a piece of cardstock paper to every student and give instructions on their activity. Students need to pick at least 5 landforms to draw on their paper. They should draw a landscape that includes these 5 landforms. Have them choose the landforms from the vocabulary cards. Show examples of work so students can understand their expectations.</p>	<p>landforms to include in her drawing. Think about human features that would give her the best opportunity to succeed at writing about (house, bridge, road, school, etc.). Consider mountains, lake, river, plain, valley. If you can have a smaller version of the landform picture from the board/screen, give to Lisa so she has something to look off of.</p>	<p>landform picture from the board/screen, give to Jack so he has something to look off of.</p>	<p>more landforms. For example, challenge her to put in a glacier so she can creatively figure out how introducing a human feature can interact with a glacier.</p>
<b>3: City planning (25-30 minutes)</b>			
<p>Give students time to plan their drawing. As students are creating their piece of land, hand out the “My City Design” worksheet where students will have to write about their city. When students finish drawing, or as they are drawing, tell students they have to name their city and describe the landforms that are in their picture.</p>	<p>Give Lisa and Jack the modified version of the “My City Design” worksheet that is more organized and provides sentence frames to help with the writing.</p>	<p>Give Belle the original version of the “My City Design” worksheet. She should be expected to answer the questions in full paragraphs.</p>	



<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Design a City Part 2	ESL/Social Studies	4	Week 1, Day 5
<b>Curricular Standard:</b>				
Grade 4, Social Studies: B3.2 Identify some of the main human activities, including industrial development and recreational activities, in various physical regions.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT design a city that integrates physical features with human features.		SWBAT write paragraphs about how physical features are used to further human development using landform vocabulary.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
How are human features created around physical features?		Landforms: mountain, river, stream, strait, peninsula, valley, plain, plateau, ocean, bay, gulf, delta, glacier, island, sea, canyon, isthmus, coast, mesa, lake		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
		<ul style="list-style-type: none"> <li>• Cardstock paper</li> <li>• Markers or color pencils</li> <li>• 8"x11" lamination paper</li> <li>• Picture ranking cards</li> <li>• Laminator (teacher use)</li> <li>• "My City Design" worksheet (1.3.1 and 1.3.2)</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Review human features (10 minutes)</b>				
<p>Hand out different pictures of human features to groups/pairs of students (e.g. amusement park, road, bridge, mall, house, school, barn, factory). Ask students to rank what these features in order of importance. This is to help students start picking human features to lay over their piece of land.</p> <p>As a whole class, rank each picture and open the floor for discussion of why one feature is ranked over another and so on.</p>				
<b>2: Human features overlay (30 minutes)</b>				

<p>Show students how they will draw and cut out at least 5 human features to lay in between the lamination paper. Demonstrate drawing and coloring a bridge, cutting it out and laying it in the lamination paper over your example of the landform drawing.</p> <p>(Laminate the sheets as students finish and give it back to them for them to staple on top of their landform drawing.)</p>	<p>Provide images of various human features students can use so they have something to draw from. Encourage students to be creative and add things like a rollercoaster or a chocolate factory.</p>	
<b>3: Finish “My City Design” worksheet (10 minutes)</b>		
<p>Once students are finished, tell students they need to finish the back side of the “My City Design” worksheet to write about the human features.</p>	<p>Give Lisa and Jack the modified version of the “My City Design” worksheet that is more organized and provides sentence frames to help with the writing.</p>	<p>Give Belle the original version of the “My City Design” worksheet. She should be expected to answer the questions in full paragraphs.</p>

**Exemplar:**



1.1.1: Human and Physical Features

Name \_\_\_\_\_

As I walk around my school, these are the features I see:

Human Features	Physical Features

1. What kind of feature do you see more? Why do you think that?

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2. What human feature is the most important? Why?

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3. What physical feature is the most important? Why?

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4. Why do you think we need both human and physical features?

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**1.2.1: Political and Physical Map Study**

Name \_\_\_\_\_

**Part 1: Political Maps**

Political maps are the “normal” maps we usually see. They are different colors and show us all the boundaries between countries and the different cities in our world. Study a political map of each continent and answer the questions below.

Continent	Question	Answer
Africa	List 5 cities in Africa.	
Antarctica	Are there any cities? Why?	
Asia	List three countries in Asia.	
Australia	What is the capital city of Australia? Draw the symbol that shows how you know.	
Europe	How many countries does Norway share boundaries with?	
North America	What country is the southernmost in North America?	
South America	What is the only country Brazil does not share a boundary with?	

## Part 2: Physical Maps

Physical maps are the maps that look like Earth. They are usually shades of brown, green, and blue, and they show us all the elevation of the land and how deep the oceans are. Study a physical map of each continent and answer the questions below.

Continent	Question	Answer
Africa	What color do you see more in Africa? What does this mean?	
Antarctica	Are there any rivers? Why or why not?	
Asia	Most of the flattest land is in what country?	
Australia	What is deeper, the Gulf of Carpentaria or the Coral Sea?	
Europe	What color do you see more in Europe? What does this mean?	
North America	What city in the United States is near the highest part of the country?	
South America	What is the name of the highest mountain range?	

### 1.3.1: My City Design - Physical and Human Features

Name \_\_\_\_\_

The name of my city will be: \_\_\_\_\_

#### Part 1: Landforms/Physical Features

Where is this piece of land located?

Continent: \_\_\_\_\_

Country: \_\_\_\_\_

What hemisphere? \_\_\_\_\_

What landforms/physical features are on this piece of land?

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How can these landforms/physical features help humans?

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## Part 2: Human Features

What human features are you building on this land?

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Why are you building these human features here?

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What do you have to do with the land before you can build on it?

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### 1.3.2: My City Design - Physical and Human Features

Name \_\_\_\_\_

The name of my city will be: \_\_\_\_\_

#### Part 1: Landforms/Physical Features

Where is this piece of land located?

Continent: \_\_\_\_\_

Country: \_\_\_\_\_

What hemisphere? \_\_\_\_\_

Circle the landforms/physical features you have in your drawing.

mountain

river

stream

strait

peninsula

valley

plain

plateau

ocean

bay

gulf

delta

glacier

island

sea

canyon

isthmus

coast

mesa

lake

Explain how three of your landforms helps humans:

*Ex. The sea helps humans because it gives humans water to use for many things.*

1. \_\_\_\_\_ helps humans because \_\_\_\_\_

\_\_\_\_\_.

2. \_\_\_\_\_ helps humans because \_\_\_\_\_

\_\_\_\_\_.

3. \_\_\_\_\_ helps humans because \_\_\_\_\_

\_\_\_\_\_.

## Part 2: Human Features

Make a list of 5 human features are you building on this land?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Explain why you built 3 of the human features here.

*Ex. I built a house because people need a place to live.*

1. I built a \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.
2. I built a \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.
3. I built a \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

Do you like how your land changed? Circle Yes or No

Explain your answer below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 1.6 City Paragraph Exemplars

### Stage 1:

*Explain why you built 3 of the human features here.*

Ex. I built a house because people need a place to live.

1. I built a school because kids can go to school.
2. I built a bridge because there are rivers.
3. I built a store because people need to buy things.

*Do you like how your land changed? Circle Yes or No*

Explain your answer below:

I like my land because I can use it. There are many things to do.

### Stage 4:

Why are you building these human features here?

I'm building these human features here because this is a great piece of land to use. With the river and mountains around, we have to use them to make life easier for us. I built a factory here to use the natural water. I built a park here for people to enjoy the scenery. I built a school for kids to get an education.

What do you have to do with the land before you can build on it?

I have to buy the land first. Then I have to use tractors to make the land usable. I have to hire a lot of people to help me make the land flat. I have to buy all the materials to build all the human features.

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Reading "The Little House"	ESL/Language Arts	4	Week 2, Day 1
<b>Curricular Standard:</b>				
Grade 4 Reading: 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT analyze human impact on Earth.		SWBAT use details from a story to explain whether human impact on Earth is positive or negative.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
Do humans hurt or help the earth?		impact		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
YouTube video (optional) if story is not readily available <a href="https://www.youtube.com/watch?v=7D-UnakYw7A">https://www.youtube.com/watch?v=7D-UnakYw7A</a>		<ul style="list-style-type: none"> <li>"The Little House" by Virginia Lee Burton (pdf or YouTube video)</li> <li>"The Little House" worksheet (2.1.1)</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Philosophical chairs (15 minutes)</b>				
<p>Pass out "The Little House" worksheet to students. Present the question to the students: "Does human impact hurt or help the earth?" This question appears on the worksheet too.</p> <p>Clarify the question by defining the word <b>impact</b> as 'powerful change.' Explain that <b>impact</b> can be good or bad.</p> <p>Divide the room into two sides, HURT and HELP. Put up two signs with these words to indicate where students should stand.</p> <p>Ask the question out loud and tell students to stand on the HURT or HELP side based on their own opinion. Note where students</p>		<p>Provide one example of how humans have impacted the earth positively (e.g. developing technology) and one example of how humans have impacted the earth negatively (e.g. pollution). Give students time to make up their minds.</p> <p>Model moving to the HURT side or HELP side based on students' opinions.</p> <p>Lisa &amp; Jack: Provide a word bank with different ways of how humans</p>		

<p>stand. Tell them to fill in their side of the circle chart on the worksheet (HURT=negative, HELP=positive).</p> <p>Now ask students to pair up with someone on the other side of the room (someone with the opposing view). If there is an uneven number on both sides, group students as you see fit.</p> <p>Tell students that the HURT side will give their reasons for why they believe that. Then the students who were on the HELP side will give their reasons for why they believe that. Instruct students to write down each other’s reasons on their circle chart.</p> <p>After giving them time to share their thoughts, ask if they changed their minds and tell them again to stand on the HURT or HELP side. Note if anyone changed their mind and ask why they did.</p> <p>Have students answer the first question on their worksheet.</p>	<p>have impacted earth so they can fill in their circle chart with whatever they believe.</p> <p>Belle: Encourage Belle to fill in both sides of the chart even if she believes one side more over the other.</p> <p>Lisa &amp; Jack: Pair them with a higher proficiency student.</p> <p>Provide sentence frames for all students to help them frame their discussion.</p>	
<b>2: Read “The Little House” (20 minutes)</b>		
<p>Introduce the story, “The Little House.” Share this story via YouTube or PDF on the board. If using PDF, preview the story by skimming through the pictures. Students should notice obvious changes in the pictures as you zoom through the pictures. If using YouTube, move through still images of the video.</p> <p>Remind students to answer the ‘during reading’ questions on the back of the worksheet as you read through the story. As you read, stop in certain places for students to fill in answers.</p>	<p>During the first pause for question 1, ask Lisa and Jack to describe the pictures on the first two pages. Ask them what they see. They can write their answers using short words on the worksheet.</p>	
<b>3: Complete “The Little House” worksheet (10-15 minutes)</b>		
<p>When finished reading the story, have students answer the last question on the worksheet: “After reading ‘The Little House,’ do you think all the changes humans make to the Earth, good and bad, are worth it? Give at least two reasons.”</p> <p>Collect worksheets when done.</p>	<p>Model how to answer the last question by writing the following sentence frame on the board:</p> <p>“I think humans have changed the Earth for good/bad. One reason is _____.” Another reason is _____.”</p>	

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Impact on Indigenous People	ESL/Language Arts	4	Week 2, Day 2
<b>Curricular Standard:</b>				
Grade 4 Oral Communication: 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form ( <i>e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion</i> ).				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT analyze human impact on Earth.		SWBAT discuss with my classmates the problems that some indigenous peoples face using sentence starters.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
How does human development impact humans?		impact		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
N/A		<ul style="list-style-type: none"> <li>• Post-it notes</li> <li>• Exit ticket (2.2.1)</li> </ul>		
<b>Instructional Activities/ Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Introduction to Indigenous Peoples (20 minutes)</b>				

<p>Display the word <b>indigenous</b> with students. Explain that students will be looking at pictures to help define what the word <b>indigenous</b> means. Show various pictures of indigenous peoples and ask these questions:</p> <ol style="list-style-type: none"><li>1. What do you notice right away about these pictures?</li><li>2. Describe the clothing these people are wearing.</li><li>3. Where do you think they live?</li><li>4. What are some similarities between our class and them?</li><li>5. What are some differences between our class and them?</li><li>6. How do you think they are connected to human and physical features?</li></ol> <p>Use Speed Dating or Inside/Outside circle strategy to do this, depending on space in classroom. With speed dating, students stand in two lines, facing each other. Start with one question, give students a minute to answer the question together. Then have one line move down so that they can answer the next question with a new partner. Inside/outside circle is similar, except one group of students stand in a circle facing out, while the second group stands in another circle around the first group.</p> <p>After answering the questions, as a whole class make a list of words and phrases that your class came up with to connect to the pictures while answering the questions.</p>	<p>Provide sentence starters on the board for all students:</p> <p>Question 1: "I notice that...."</p> <p>Question 2: "I see that..."</p> <p>Question 3: "I think they live..."</p> <p>Question 4: "One similarity between us and them is..."</p> <p>Question 5: "One difference between us and them is..."</p> <p>Question 6: "I think that..."</p>		
<b>2: Video and discussion (20 minutes)</b>			
<p>Show a video about indigenous people living in the Amazon Rainforest (<a href="https://www.youtube.com/watch?v=yu88xsGweZs">https://www.youtube.com/watch?v=yu88xsGweZs</a>)</p> <p>Discussion questions that follow:</p> <ul style="list-style-type: none"><li>• What problems are the people facing in the video? (whole class)</li><li>• Why do you think the rainforest is important to the people? (pair share)</li><li>• Do you think humans should destroy the rainforests in order to create things for us to use in the modern</li></ul>			

world? Why or why not? (think to themselves)			
<b>3: 3-2-1 Exit ticket (5-10 minutes)</b>			
Pass out an exit ticket with the questions in activity 2 on it to each student. The questions are different levels of higher-order thinking, so students have to answer at least one question. They can choose to answer all questions if they want.			



<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Indigenous Rights	ESL/Language Arts	4	Week 2, Day 3
<b>Curricular Standard:</b>				
Grade 4, Media Literacy: 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT identify rights that indigenous peoples have.		SWBAT use the word “because” to explain why certain rights are important for indigenous peoples.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
What rights do indigenous peoples have?		right		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
N/A		<ul style="list-style-type: none"> <li>• “UN Declaration on the Rights of Indigenous Peoples” document for kids (2.3.1)</li> <li>• Large square paper (15”x15”)</li> <li>• Markers/color pencils</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Introduce the word “right” (15 minutes)</b>				
<p>Show the word <b>right</b> on the board. Ask students what this word means. The definition for this lesson is “something that a person is or should be morally or legally allowed to have, get, or do.” If students talk about other definitions of the word <b>right</b> then that’s okay. Tell about how <b>right</b> is a word that can have many meanings.</p> <p>Ask students what rights they have at school. What should they be able to do, have, or get in school? Possible answers: Use the bathroom, food, paper, pencils, books, iPads, water, breaks, etc.</p> <p>Then ask how students would feel if you took away some of these things from the</p>		<p>Model how to use because by saying, “I would feel angry if I couldn’t drink water because I think it’s an important part of life.” Have the sentence frame on the board:</p> <p>“I would feel _____ because _____.”</p>		

<p>students? Elicit answers. Tell students to use the word “because” to help explain their feelings. Tell them “because” is used to add information.</p>	
<b>2: Read “UN Declaration on the Rights of Indigenous Peoples” (20 minutes)</b>	
<p>Pass out a “UN Declaration on the Rights of Indigenous Peoples” modified document. Explain that this was created in order to protect indigenous peoples from harm and danger. Read through the list together as a class, then divide the class into 4 groups, and have them reread the document together.</p> <p>Have the students discuss which rights they think are the most important. Have them come up with a list of 10.</p> <p>After 10 minutes, as a class, pick the 10 most important rights. Write each one on a piece of paper and have 10 students volunteer to hold each one in front of the class. Then ask all the students to stand in order of what they think is the most important.</p>	<p>As Lisa and Jack read this document with their partners, have them circle any words they do not understand. Clarify any word to help them understand the right.</p> <p>Pair Lisa with a student of higher proficiency to help them explain some ideas in Chinese if necessary. Ask Lisa to pick three important rights and share with their partner. Again, if she can explain her reasoning in Chinese, that is okay.</p>
<b>3: Rights (15-20 minutes)</b>	
<p>Have students work in pairs to create an image that illustrates one of the rights. Each pair will get a square sheet of paper and write the right on the paper along with a reason for why it’s necessary. Model how to write an explanation using the word ‘because.’</p> <p>Together, the students illustrate a picture that depicts the right. These will be hung up in the classroom as guidance for next week’s lessons.</p>	

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	"When We Were Alone"	ESL/Language Arts	4	Week 2, Day 4
<b>Curricular Standard:</b>				
Grade 4 Reading: 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT write a journal entry.		SWBAT use past tense verbs to write a journal entry.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
How were indigenous children treated in the past?		N/A		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
N/A		<ul style="list-style-type: none"> <li>• "When We Were Alone" by David A. Robertson</li> <li>• When We Were Alone worksheet (2.4.1)</li> <li>• When We Were Alone worksheet modified (2.4.2)</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Past tense verbs mini lesson</b>				
<p>Share the lesson on a slide presentation. Explain what past tense verbs mean. Break down the meaning by reviewing verbs and then telling students that past tense means something happened already.</p> <p>Show different sentences with blank spaces where the past tense verb should be. Give three choices of verbs to go in the blank. After the first sentence, explain to students that verbs need an -ed at the end to show that it is past tense. Practice three-four more sentences so students pick up on the pattern.</p> <p>Now show three sentences with blank spaces where past tense verbs should be. These</p>		<p>For the sticky note writing, give Lisa three verbs to use in each of her sentences. Give her one irregular past tense verb (like ate, for example), a verb that everyone uses every day. Give her the basic sentence frame "I _____ yesterday." to work with.</p>	<p>Ask Jack what he did yesterday to help him brainstorm ideas about what to write. Repeat what he says back to him so he can hear his own sentences and write them on his own.</p>	

<p>sentences need irregular past tense verbs. Explain to students that not all verbs use an -ed. Many are irregular and you just need to remember them. Show and pass out a list of different verbs.</p> <p>End the mini lesson by passing out a sticky note to all students and have them practice writing sentences about what they did the before with past tense verbs.</p>			
<b>2: Before reading “When We Were Alone” (20 minutes)</b>			
<p>Display before/after photos of indigenous children from the 19th century in their cultural dress and in western clothing. Ask the students what they think is happening here. Elicit answers.</p> <p>Show this video about Canadian residential schools where indigenous children were stolen from their homes and forced to assimilate with white culture  <a href="https://www.youtube.com/watch?v=2zuRQmwaREY">https://www.youtube.com/watch?v=2zuRQmwaREY</a>.</p> <p>Pull out this quote from the video: “Most of us were pretty broken.” Ask the students what was broken about these children. Possible answers: their family, language, learning, clothes, happiness, etc.</p> <p>Introduce the story you will read, “When We Were Alone.” Pass out the worksheet and tell students to answer the before reading question: “What do you know about your culture?”</p>	<p>Ask Lisa and Jack questions about their culture to help them brainstorm ideas. Questions you can ask:</p> <ul style="list-style-type: none"> <li>• What food do you eat at home?</li> <li>• What language do you speak?</li> <li>• What holidays do you celebrate?</li> <li>• What is important to your family?</li> <li>• How many brothers and sisters do you have?</li> <li>• What special clothes do you wear?</li> </ul>	<p>Encourage Belle to expand on her answers to the questions about the video. Ask her clarifying questions to help her think more deeply.</p>	
<b>3: After reading “When We Were Alone” (25-30 minutes)</b>			
<p>Read story to students. Stop every now and then to ask comprehension questions for understanding. After reading the story, have students write a journal entry as if they were a student at a residential school.</p>	<p>Give Lisa and Jack the modified version of the worksheet.</p>		

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Information	ESL/Social Studies	4	Week 2, Day 5
Curricular Standard:				
Grade 4 Oral Communication: 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.				
Content Objective:		Language Objective:		
SWBAT listen and respond to video journals.		SWBAT use listening skills in order to recognize and respond to their classmates’ emotions.		
Essential Question(s):		Academic Vocabulary:		
How does it feel to be at a residential school?		right		
Technology Integration:		Materials/Instructional Resources		
Flipgrid		<ul style="list-style-type: none"><li>iPads</li><li>When We Were Alone worksheet (2.4.1)</li><li>When We Were Alone worksheet modified (2.4.2)</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Record Flipgrid videos (20 minutes)				
Introduce to students their Flipgrid video journal activity. Review the rubric and explain to students they will record a video of their journal entry from the day before. Students will use the rubric to record their videos with the required criteria.  Read your own example of a diary entry and read with expression to model to students how they should read.  Students can pair up to record their videos. They have about 15 minutes to record their videos. Emphasize that they do not need to be edited.		Sit with Jack and Lisa to watch them practice reading their diary entries. As they practice, help them with pronunciation and help them show expression.		
2: Listen and respond (30-40 minutes)				

<p>Before class, make a list of 5 students for everyone. The students will watch their assigned 5 students' videos (this is to ensure everyone has the equal number of audience members). For each video, students have to write a quality response that discusses their classmates' videos.</p>	<p>Provide a comment log to give all students to write their comments. Use various sentence structures to differentiate for each student.</p> <p>"You did a very good job."</p> <p>"You spoke really well."</p> <p>"You showed expression well."</p> <p>"I think you had a lot of good ideas in your video."</p> <p>"I like the emotion you showed."</p> <p>"I felt very _____ when I watched your video."</p> <p>"I like the part when you said _____."</p> <p>"My favorite part of your video was _____."</p>
<p><b>3: Exit ticket (5 minutes)</b></p>	
<p>Pass out an exit ticket that asks, "What three rights would you give these students in the residential schools?"</p>	<p>Alternatively, give students a list of 5 rights and have them circle the three they would give students who were forced to go to residential schools.</p>

## 2.1.1: “The Little House”

Name \_\_\_\_\_

*Before we read “The Little House,” read and answer the question below:*

The world is full of human features, many we need, many we don’t need. They all have an **impact** on Earth. **Impact** means a powerful change.

Does human **impact** help or hurt the earth? Why?

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*Fill in the circle chart below. List the positive and negative impact humans have had on Earth.*



*As we read, answer the questions below:*

1. What is the area around the Little House like in the beginning?

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2. What human features are added to the area around the Little House?

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3. What impact have the human features had on the land around the Little House?

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4. What do you think your city looked like 100 years ago? 500 years ago? 1000 years ago?

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*After reading "The Little House," do you think all the changes humans make to the Earth, good and bad, are worth it? Give at least two reasons.*

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**2.2.1: Exit Ticket**      Name \_\_\_\_\_

Directions: Answer as many of the questions below as you can.

What problems are the people facing in the video?	
Why do you think the rainforest is important to the people?	
Do you think humans should destroy rainforests in order to create things for us to use in the modern world? Why or why not?	

**2.2.1: Exit Ticket**      Name \_\_\_\_\_

Directions: Answer as many of the questions below as you can.

What problems are the people facing in the video?	
Why do you think the rainforest is important to the people?	
Do you think humans should destroy rainforests in order to create things for us to use in the modern world? Why or why not?	

### 2.3.1: UN Declaration on the Rights of Indigenous Peoples

Which rights do you think are the most important?

1. Right to self-determination: Indigenous peoples have the right to decide what is best for them and their communities
2. Right to cultural identity: Indigenous peoples are equal to everyone else but they also have the right to be different from other peoples
3. Right to make decisions and laws that will affect their lives
4. Right to be protected from discrimination
5. Right to life, liberty and security
6. Right from being forced to take another people's culture and live like them
7. Right to belong to an indigenous community
8. Freedom from being forced to move to another place
9. Right to culture: Indigenous peoples can practice and live their traditions
10. Right to spiritual and religious traditions and customs
11. Right to know and use language, history, and storytelling
12. Right to school: Indigenous peoples can set up their own schools and learn what other non-indigenous children learn
13. Right to see their history and culture be taught correctly in school
14. Right to make their own media (TV, radio, newspapers) in their language
15. Right to have jobs without fear of discrimination
16. Right to grow food their traditional ways and to make money to help them stay alive
17. Right to improve their well-being (health and safety) with the government's help
18. Right to have people with disabilities be protected from violence and discrimination
19. Right to create their own organizations that will develop their communities
20. Right to health care
21. Right to have a special relationship to the land and resources
22. Right to own, use, develop, and control their land and resources
23. Right to keep their laws and traditions about the land
24. Right to be compensated when their lands are stolen from them
25. Right to have their lands be protected
26. Right to have their lands free of military activity
27. Right to own their stories, songs, art, ceremonies
28. Right to choose how their land is developed
29. Right to decide their culture and identity
30. Right to have their own traditions and laws
31. Right to decide what people are responsible for
32. Right to work with other indigenous peoples
33. Right to respect from governments in regards to their agreements

Adapted from

<https://www.un.org/development/desa/indigenouspeoples/publications/2013/09/adolescent-friendly-version-of-the-un-declaration-on-the-rights-of-indigenous-peoples/>



[illegible]



Pretend you are at a residential school. Write a journal entry about what you do every day, what you feel like, what you miss, and what you wish for. Use any of Nokom's experience in the story to help add details to your entry. Write at least 8 sentences. Use the verb in ( ) in past tense in your sentences.

1. (play) \_\_\_\_\_

2. (study) \_\_\_\_\_

3. (listen) \_\_\_\_\_

4. (feel) \_\_\_\_\_

5. (eat) \_\_\_\_\_

6. (sleep) \_\_\_\_\_

7. (run) \_\_\_\_\_

8. (put) \_\_\_\_\_

Draw a picture of one of your sentences in the box below:

A large, empty rectangular box with a thin black border, intended for a student to draw a picture related to one of their sentences.

2.5.1: Video Journal Rubric

Name \_\_\_\_\_

	4	2	3	1
<b>Clarity</b>	Student used a loud, clear speaking voice that was easy to understand.	Student used a clear speaking voice most of the time.	Student used a clear speaking voice sometimes and was hard to understand at some points.	Student did not use a clear speaking voice and was not able to be understood.
<b>Expression</b>	Student showed strong expression.	Student showed some expression.	Student showed little expression.	Student showed no expression.
<b>Volume</b>	Student spoke at an appropriate volume that made it easy to hear.	Student mostly spoke at an appropriate volume.	Student sometimes spoke at an appropriate volume.	Student spoke at a low volume so it was hard to hear them.
<b>Ideas</b>	The ideas in the video relate to the topic and hold the listener's attention.	The ideas in the video are somewhat related to the topic.	The ideas in the video sometimes are not related to the topic.	The ideas in the video have nothing to do with the topic at all.

2.5.1: Video Journal Rubric

Name \_\_\_\_\_

	4	2	3	1
<b>Clarity</b>	Student used a loud, clear speaking voice that was easy to understand.	Student used a clear speaking voice most of the time.	Student used a clear speaking voice sometimes and was hard to understand at some points.	Student did not use a clear speaking voice and was not able to be understood.
<b>Expression</b>	Student showed strong expression.	Student showed some expression.	Student showed little expression.	Student showed no expression.
<b>Volume</b>	Student spoke at an appropriate volume that made it easy to hear.	Student mostly spoke at an appropriate volume.	Student sometimes spoke at an appropriate volume.	Student spoke at a low volume so it was hard to hear them.
<b>Ideas</b>	The ideas in the video relate to the topic and hold the listener's attention.	The ideas in the video are somewhat related to the topic.	The ideas in the video sometimes are not related to the topic.	The ideas in the video have nothing to do with the topic at all.

**2.5.2: Exit Ticket**      Name \_\_\_\_\_  
(Modified)

Directions: Circle three rights to give the children at the residential school.

- 1. Right to speak their own language
- 2. Right to believe what they want
- 3. Right to learn about their culture
- 4. Right to wear whatever clothes they want
- 5. Right to live with their families

Pick one that you circled and explain why you think the children should have that right.

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**2.5.2: Exit Ticket**      Name \_\_\_\_\_

Directions: List three rights you would give the children at the residential schools. Explain why.

Right	Reason



## 2.6 Journal Entry Exemplars

### Stage 1:

1. I played with my new friend today.
2. We studied English and it was hard.
3. I listened to the teacher, but she was mean.
4. I felt very sad to not see my brother.
5. I ate bad food.
6. Last night, I slept little.
7. I ran away from school.
8. I put my clothes away.

### Stage 4:

Today, I did a bad thing. After the teacher yelled at me for not answering a question, I ran away from the school. I only ran to the woods. I stayed there for two hours. I really miss my family. I wonder what they are doing all the time. I felt really sad.

I went back to the school. The teacher did not let me eat dinner, so I went back to my room. I tried to sleep, but it was hard. I cried instead. I really just want to be with my family again.

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Introducing Vocabulary	ESL/Language Arts	4	Week 3, Day 1
Curricular Standard:				
Grade 4, Reading: 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues.				
Content Objective:		Language Objective:		
SWBAT understand the meaning of vocabulary words related to indigenous peoples.		SWBAT explain out loud how vocabulary words are connected to each other.		
Essential Question(s):		Academic Vocabulary:		
How are vocabulary words connected to each other?		community, conflict, culture, government, harm, identity, indigenous, language, native, resourceful, right, tradition, tribe, value		
Technology Integration:		Materials/Instructional Resources		
N/A		<ul style="list-style-type: none"><li>• Vocabulary cards with pictures and words (student set)</li><li>• Vocabulary cards with pictures and words (teacher set, slightly bigger)</li><li>• Graphic organizer (3.1.1)</li></ul>		
Instructional Activities/Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Introducing “Dia’s Story Cloth” vocabulary (20 minutes)				
Introduce vocabulary words. First, pass out vocabulary list where students have to fill in the blanks in the definitions of the words. Definitions are placed around the room, so students will have to go around and find all the words and fill in their definitions.  Afterwards, take a few minutes to read through words and definitions with students. Call on students or volunteers to read definitions.		When asking Lisa or Jack to respond to a question about a vocab word, have a sentence frame readily available for them and all students to see. Repeat question and ask clarifying questions if necessary.		
2: Grouping Vocabulary Words (15 minutes)				

<p>Students work in pairs. Together they organize and reorganize the words into groups of 4 as they think about how these words might be connected.</p> <p>On the graphic organizer, students write their words down and give an explanation as to why they grouped the words together.</p> <p>For example, students could group <i>community</i> and <i>tribe</i>, and together because those have to do with people.</p>	<p>Pair Lisa and Jack with a student at stage 3 or 4. Lisa will need instructions in home language. This way, she can be able to comfortably perform this task in her home language with the stage 3 or 4 student able to interpret her thoughts and ideas on paper in written English.</p> <p>Give Jack an example grouping of words based simply on surface-level observations, like <i>resourceful</i> and <i>indigenous</i> are in the same group because they are adjectives.</p>	<p>Encourage Belle to look beyond surface-level observations. Instead of grouping by nouns, verbs, and adjectives, suggest her to think about how the definitions relate to one another.</p>
<b>3: Pair Share Out Loud (15 minutes)</b>		
<p>Each pair is invited to share two groups of words they have grouped together. Teacher’s set of words will be on the board. Each pair will move their words together and explain to the class why they grouped those words together. Each student will have to speak about one group of words.</p>	<p>Explain to Lisa that she will have to speak. Have her practice with teacher so that she feels comfortable speaking. Teacher helps fill in gaps with words Lisa might be missing.</p>	

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Introducing “Dia’s Story Cloth”	ESL/Language Arts	4	Week 3, Day 2
Curricular Standard:				
Grade 4, Reading: 1.1 Read a variety of texts from diverse cultures, including literary texts Grade 4, Reading: 1.5 Make inferences about texts using stated and implied ideas from the texts as evidence				
Content Objective:		Language Objective:		
SWBAT make lists of words and phrases about images from a text.		SWBAT use nouns, verbs, and adjectives to talk about images from a text.		
Essential Question(s):		Academic Vocabulary:		
How are vocabulary words connected images from a text?		community, conflict, culture, government, harm, identity, indigenous, language, native, resourceful, right, tradition, tribe, value		
Technology Integration:		Materials/Instructional Resources		
Smartboard, powerpoint		<ul style="list-style-type: none"><li>5 different posters with one image from “Dia’s Story Cloth” on it (picture is centered)</li><li>Markers for writing</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Introducing Hmong people (15 minutes)				
Before starting, ask students if they’ve ever heard of Hmong people. Elicit answers.  Present a powerpoint/slideshow about Hmong people. Slides show a brief history of where they came from, pictures of food, clothing, instruments, maps, language etc. Make sure to use vocabulary words <b>culture</b> and <b>indigenous</b> while talking about Hmong people.  To wrap up, ask students to tell a friend/partner an interesting thing they learned about Hmong people.		Welcome student questions and comments as they go through the presentation. Ask students higher-order thinking questions such as, “How would you feel if you had to leave your country?” or “Is your culture’s food or clothing similar to Hmong people’s? In what way?”		
2: Previewing illustrations from “Dia’s Story Cloth” (15-20 minutes)				

<p>On the slideshow, images of the <i>paj ntaub</i>, or story cloth, from the book appear. Explain that a <i>paj ntaub</i> is a way for Hmong people to preserve and tell their stories.</p> <p>Give directions for activity. Around the room are 5 posters with one image of a section of the <i>paj ntaub</i> from the book. Students are divided into 5 groups and will rotate from poster to poster every 3 minutes. At each poster, students will write down what they see. Ask that students write down for each round:</p> <ol style="list-style-type: none"> <li>1: Nouns</li> <li>2: Verbs</li> <li>3: Adjectives</li> <li>4: Feelings/emotions</li> <li>5: Any more information students want to add</li> </ol>	<p>Tell Lisa and Jack to write what they see in the images. Help them with spelling if needed.</p> <p>Ask prompting questions to get Lisa to answer. Examples may be:</p> <ul style="list-style-type: none"> <li>● What do you see in this part of the picture?</li> <li>● What are the people doing here?</li> <li>● What color is the background?</li> <li>● What animals do you see?</li> <li>● How do you think these people are feeling?</li> </ul>	<p>Encourage Belle to think abstractly about the images. Some question examples to do that may be:</p> <ul style="list-style-type: none"> <li>● Why do you think there are soldiers?</li> <li>● How do you know the people are happy?</li> </ul>
<b>3: Finding common words used on the posters (10 minutes)</b>		
<p>Hang up posters next to one another if there's space. Have the students order the images chronologically. Give the students 5 minutes to look at the words closely for any themes or repetition. Open discussion afterwards and circles common words across all posters.</p>		<p>If time allows, ask Belle or other stage 3 or 4 students to explain the order of the images, basically having her thread together a story.</p>
<b>4: Assessment for learning: Exit ticket (5 minutes)</b>		
<p>Display vocabulary words on the slideshow. Hand out a post-it note to all students and ask them to pick one vocabulary word and connect it to the images from the story. Give students 5 minutes to write their response. Collect exit tickets when they finish and use for reassessing later in the week.</p>	<p>Provide a sentence frame for all students.</p> <p>"I think the word _____ is important to the story because _____."</p> <p>(Sentence is not required for use by all students, but it will be helpful to stages 1 and 2 students to frame their answer. Students in stages 3 and 4 can use their own words to respond.)</p>	

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Reading “Dia’s Story Cloth”	ESL/Language Arts	4	Week 3, Day 3
Curricular Standard:				
Grade 4, Reading: 1.1 Read a variety of texts from diverse cultures, including literary texts				
Content Objective:		Language Objective:		
SWBAT ask and answer questions about a nonfiction story.		SWBAT write complete sentences when answering questions about a nonfiction story.		
Essential Question(s):		Academic Vocabulary:		
What is important to your family and culture?		Story words: emigrate, homesick, determined, recruit, peaceful  Unit words: community, conflict, culture, government, harm, identity, indigenous, language, native, resourceful, right, tradition, tribe, value		
Technology Integration:		Materials/Instructional Resources		
Smartboard, powerpoint		<ul style="list-style-type: none"><li>• “Dia’s Story Cloth” book</li><li>• Anticipation guide (3.3.1)</li></ul>		
Instructional Activities/Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Preview “Dia’s Story Cloth” with anticipation guide (10 minutes)				
Before reading, students complete anticipation guide with questions about Dia’s story from “Dia’s Story Cloth.” Students agree or disagree with the statements. Give students time after they finish to share out loud to the whole class. Call on students who are at different proficiency levels.		Work in small groups with Lisa and Jack to read and explain the statements so that students can understand whether to circle yes or no.		Have Belle read the anticipation guide with a partner before completing it on her own.
2: Reading “Dia’s Story Cloth” (15-20 minutes)				
Read the story out loud to the class. Ask these questions along the way to gauge student engagement and comprehension.  For selected story vocabulary, do Beck’s model if time permits or ask for context clues		Stage 1 questions: 1. Where did Hmong people live a long time ago?	Stage 2 questions: 1. Why did Hmong people leave China a long time ago?	Stage 3/4 questions: 1. If you were Dia, would you be happy with your life?

to help define words.	<ol style="list-style-type: none"> <li>2. What did Hmong people do in their new homeland?</li> <li>3. Describe Dia's home in Laos.</li> <li>4. How long did Dia and her family live in the refugee camp?</li> </ol>	<ol style="list-style-type: none"> <li>2. What was peaceful about Dia's life?</li> <li>3. Why did Dia's dad leave her family?</li> <li>4. Why do you think Dia felt afraid?</li> </ol>	<ol style="list-style-type: none"> <li>2. Why do you think the women knew they would never see their husbands/sons again?</li> <li>3. What do you think happened to Dia's dad?</li> <li>4. How would you feel if you had to start your life all over in a new place?</li> </ol>
<b>3: Revisit anticipation guide and question (15 minutes)</b>			
<p>Students complete the after reading section of the anticipation guide and see if their opinions about the statements have changed.</p> <p>On the back side of the anticipation guide, students will write a paragraph about one of the statements that they changed their opinion on. Specifically, they will answer why they changed their minds.</p> <p>The last question students will answer is, "Describe something important to your family or culture."</p>	<p>Work in small groups again with Lisa and Jack to reread and explain the statements so that students can understand whether they changed their minds after reading the story.</p> <p>On the back side of the anticipation guide, sentence frames are given to help them frame their answers. Help with spelling and word choice if needed.</p>	<p>Belle works with a partner to reread the statements on the anticipation guide. They discuss the statements they changed their minds on before completing the back side independently.</p>	

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	About My Culture	ESL/Language Arts	4	Week 3, Day 4
Curricular Standard:				
Grade 4, Writing: 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers (e.g., a Venn diagram, a paragraph frame) and organizational patterns (e.g., generalization with supporting information, cause and effect)				
Content Objective:		Language Objective:		
SWBAT write about their culture.		SWBAT write a paragraph with transition words to explain something important about their culture.		
Essential Question(s):		Academic Vocabulary:		
What is important to my family and culture?		Story words: emigrate, homesick, determined, recruit, peaceful  Unit words: community, conflict, culture, government, harm, identity, indigenous, language, native, resourceful, right, tradition, tribe, value		
Technology Integration:		Materials/Instructional Resources		
Smartboard, powerpoint		<ul style="list-style-type: none"><li>Paragraph template (3.4.1)</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Review “Dia’s Story Cloth” (10 minutes)				
Review some main points of “Dia’s Story Cloth,” and as a class, students brainstorm important aspects of Dia’s family and culture. Some possible answers: art, helping each other, storytelling, farming, education, clothing, food, etc.  Students then brainstorm for themselves things that are important to their family or culture.		Provide examples to Lisa and Jack and includes Belle in giving examples.		Elicit example answers from Belle to share with the rest of class.
2: Teacher paragraph modelling (15-20 minutes)				
Personalize your own paragraph and model using a graphic organizer that separates the sentences into topic sentence, at least 3		Provide the same graphic organizer to all students regardless of their proficiency stage.		



supporting details, and a concluding sentence.			
3: Students draft their own paragraph (20 minutes)			
Students use graphic organizer to draft their sentences and revise with teacher conferencing.	<p>Work with Lisa and other stage 1 students in a group so that students can follow sentence frames and graphic organizer. This will also help students stay focused.</p> <p>Exemplar for stage 1:</p> <p>“Clothes are important to my family. First, clothes are colorful. Next, clothes show our culture. Last, clothes are beautiful. This is why clothes are important.”</p>	<p>Work with Jack and other stage 2 students in a group so that students can follow sentence frames and graphic organizer. This will also help students stay focused.</p> <p>Exemplar for stage 2:</p> <p>“Clothes are very important in my culture. The first reason is the color of clothes shows many things. The second reason is the clothes tell you about our culture. The third reason is the clothes are really beautiful and mean a lot to us. These are reasons why clothes are important.”</p>	<p>When Belle finishes drafting, pair her with a classmate and have them read each other paragraphs and use checklists to edit each other’s paragraphs.</p> <p>Exemplar for stages 3 and 4:</p> <p>“Clothes have a lot of importance in my culture. One reason is that the clothes show colors that mean things like love and family. Another reason is that clothes show off how bright our culture is. Lastly, our clothes take a long time to make so it’s important that we make them very beautiful. These reasons show how important clothes are in my culture.”</p>

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Our Story Cloth	ESL/Language Arts	4	Week 3, Day 5
<b>Curricular Standard:</b>				
Grade 4, Writing: 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers ( <i>e.g., a Venn diagram, a paragraph frame</i> ) and organizational patterns ( <i>e.g., generalization with supporting information, cause and effect</i> )				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT write about their culture. SWBAT illustrate a picture that shows an important part of their culture.		SWBAT write a paragraph with transition words to explain something important about their culture.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
What is important to my family and culture?		Story words: emigrate, homesick, determined, recruit, peaceful  Unit words: community, conflict, culture, government, harm, identity, indigenous, language, native, resourceful, right, tradition, tribe, value		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
Smartboard, powerpoint		<ul style="list-style-type: none"> <li>• My Paragraph Patch (3.5.1)</li> <li>• My Paragraph Checklist (3.5.2)</li> <li>• Giant paper <i>paj ntaub</i> (pre-made by teacher beforehand)</li> <li>• Glue</li> <li>• Scissors</li> <li>• Markers/color pencils</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Review <i>paj ntaub</i> (10 minutes)</b>				
Show images of different <i>paj ntaub</i> to students and have them share with each other what they notice about them. Answers can be: <ul style="list-style-type: none"> <li>• They are colorful</li> <li>• They show people</li> <li>• There are different shapes and patterns</li> <li>• They tell a story</li> </ul> Tell students that they'll be creating a class				

story cloth with the paragraphs they wrote during the previous lesson.			
<b>2: Teacher paper square modelling (10 minutes)</b>			
Take a rectangular piece of paper that has been folded in half into a square. On the inside will be the final paragraph of the draft from yesterday's lesson. When closed, the cover should have a picture that illustrates the contents of the students' paragraphs. Model how to write a paragraph with an indent and continuous writing on the lines without breaks.	Before class, make sure to edit all the students' drafts from the day before.  With Lisa, guide her as she writes the final draft. Make sure Jack and Belle understand the markings you made on their drafts.		
<b>3: Students create their paper square (25-30 minutes)</b>			
Students draw and color pictures that illustrate their paragraphs. The whole square should be filled (no empty space). Points will be given for creativity.			

### 3.1.1: Words about Indigenous Peoples

Word	Definition
Community (n.)	a group of _____ who have the _____ beliefs, language, religion
Conflict (n.)	a _____ or _____ between people
Culture (n.)	the _____ people live and what they _____
Government (n.)	the people who make _____ and _____ places
Harm (v.)	to cause _____ and _____ to something
Identity (n.)	the thing that makes a _____ or a group of people _____ from others
Indigenous (adj.)	living in a certain _____ of the world _____
Language (n.)	the _____ of _____ that people use to say what they want
Native (adj.)	_____ in or _____ to a certain part of the world
Resourceful (adj.)	to be able to _____ ways to _____ problems
Right (n.)	something every _____ should be _____ to have, get, or do
Tradition (n.)	a way of _____ something people have done for a _____ time
Tribe (n.)	a group of people who are _____ to each other and _____ the same language and beliefs
Value (n., v.)	a strong _____ about what is _____

## Vocabulary Groups

*Directions: From the vocabulary words, group them into 3 or 4 groups. Decide how you want to group them. Below, explain why you grouped these words as such.*

Group 1	Group 2	Group 3	Group 4

Why I grouped these words the way I did:

---

---

---

Group 1	Group 2	Group 3	Group 4

Why I grouped these words the way I did:

---

---

---

### 3.3.1: Dia's Story Cloth

Anticipation Guide

Name \_\_\_\_\_

Directions:

1. Read each statement. In the BEFORE Reading side, check *Agree* or *Disagree*.

	BEFORE Reading		Statements	AFTER Reading	
	<i>Agree</i>	<i>Disagree</i>		<i>Agree</i>	<i>Disagree</i>
1			Family is the most important thing.		
2			People should fight for their country.		
3			It's important to keep your culture and language.		
4			Language should be written.		
5			People should stay in the countries where they were born.		
6			Art can tell stories.		

2. When we finish reading, check *Agree* or *Disagree* in the AFTER Reading side. It's okay if your mind has changed.
3. On the lines below, write the number of a statement that made you change your mind. Then explain why you changed your mind. Use the word "because" in your reasons.

-----

-----

-----

-----

-----

### 3.4.1: My Culture Paragraph Draft

Name: \_\_\_\_\_

Write down some things that are important to your culture and family!



Now start writing some sentences about your idea. It's okay if they are not perfect! This is just a draft.

Topic Sentence		
Supporting Detail #1	<div><input type="checkbox"/> First</div> <div><input type="checkbox"/> One reason why</div> <div><input type="checkbox"/> The first important reason why</div>	
Supporting Detail #2	<div><input type="checkbox"/> Next</div> <div><input type="checkbox"/> Another reason why</div> <div><input type="checkbox"/> The second reason why</div>	
Supporting Detail #3	<div><input type="checkbox"/> Last</div> <div><input type="checkbox"/> The last reason why</div> <div><input type="checkbox"/> The third reason why</div>	
Concluding Sentence	<div><input type="checkbox"/> For these reasons</div> <div><input type="checkbox"/> Because of these reasons</div> <div><input type="checkbox"/> This is why</div>	

Title: \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bj: \_\_\_\_\_

This image shows a blank sheet of white paper designed for handwriting practice. It features ten vertical dashed lines spaced evenly across the page, providing guides for letter formation and alignment. There are no other markings, text, or illustrations on the paper.



### 3.5.2

#### My Culture Paragraph Checklist

Student \_\_\_\_\_

Paragraph has:

- \_\_\_\_ Capital letters
- \_\_\_\_ Punctuation
- \_\_\_\_ Topic sentence
- \_\_\_\_ At least 3 supporting details
- \_\_\_\_ Concluding sentence

Paragraph is:

- \_\_\_\_ Focused on one topic
- \_\_\_\_ Interesting

Illustration:

- \_\_\_\_ Matches the paragraph
- \_\_\_\_ Student tried their best
- \_\_\_\_ Is colorful

Total Points: \_\_\_\_/10

### 3.5.2

#### My Culture Paragraph Checklist

Student \_\_\_\_\_

Paragraph has:

- \_\_\_\_ Capital letters
- \_\_\_\_ Punctuation
- \_\_\_\_ Topic sentence
- \_\_\_\_ At least 3 supporting details
- \_\_\_\_ Concluding sentence

Paragraph is:

- \_\_\_\_ Focused on one topic
- \_\_\_\_ Interesting

Illustration:

- \_\_\_\_ Matches the paragraph
- \_\_\_\_ Student tried their best
- \_\_\_\_ Is colorful

Total Points: \_\_\_\_/10

### 3.6: Culture Paragraph Exemplars

#### Stage 1:

Clothes are important to my family. First, clothes are colorful. Next, clothes show our culture. Last, clothes are beautiful. This is why clothes are important.

#### Stage 4:

clothes have a lot of importance in my culture. One reason is that the clothes show colors that mean things like love and family. Another reason is that clothes show off how bright our culture is. Lastly, our clothes take a long time to make so it's important that we make them very beautiful. These reasons show how important clothes are in my culture.

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Introduction to Research	ESL/Social Studies	4	Week 4, Day 1
Curricular Standard:				
Grade 4, Writing: 1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources ( <i>e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read- alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts</i> )				
Content Objective:		Language Objective:		
SWBAT record information to use as research.		SWBAT write and organize information from research they learn.		
Essential Question(s):		Academic Vocabulary:		
How do I record information from research?		N/A		
Technology Integration:		Materials/Instructional Resources		
N/A		<ul style="list-style-type: none"><li>• Notebook</li><li>• Podcast Research packet (4.1.1)</li><li>• Articles about different regions (4.1.2-4.1.11)</li><li>• Podcast Rubric (4.1.12)</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Introduce culminating task (10 minutes)				
Introduce the final culminating task, which will be an informational podcast. Go over rubric for podcast. Go through expectations, answer questions. Explain that students will work in pairs to record a podcast between an interviewer and an expert.		Read each rubric item together as a class. Ask all students to read an item and show an exemplar of three differently graded rubrics.		
2: Teacher models marking a text for information (10 minutes)				
Hand out guided research packet to students. Students will work in pairs for this project. Show students how to record information using graphic organizers in research packet. Model finding information in text and recording information in their research		Students will be paired with other students of similar proficiency so that each pair can access a leveled text together.		

packet.		
3: Student research (25-30 minutes)		
Have students work by their partners. Hand out articles for them to use in their research.	Sit with Lisa, Jack and their partners to read their articles with them. Show them where to underline ideas they can record in their packets.	

ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Research Day 2	ESL/Social Studies	4	Week 4, Day 2
Curricular Standard:				
Grade 4, Writing: 1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources ( <i>e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read- alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts</i> )				
Content Objective:		Language Objective:		
SWBAT record information to use as research.		SWBAT write and organize information from research they learn.		
Essential Question(s):		Academic Vocabulary:		
How do I record information from research?		N/A		
Technology Integration:		Materials/Instructional Resources		
N/A		<ul style="list-style-type: none"><li>Podcast Research and Planning packet (4.1.1)</li><li>Articles about different regions (4.1.2-4.1.11)</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Finish research (15 minutes)				
Give students time at the beginning of lesson to finish taking notes from their research article.		Sit with Lisa and Jack and their partners and review their research from the day before.		
2: Listen to podcast examples (10-15 minutes)				
Have students turn to part 3 of Podcast Research and Planning packet (4.1.1). Display on board and explain each section of the template. Model what would go in one section at a time and have students work with their partners to fill in each section as you go along.				
3: Students draft questions and answers about their article (15-20 minutes)				

In the question part of the template, model questions for students so they can form their own questions from the information they've found.

Provide questions for Lisa, Jack and their partners. Encourage them to come up with their own questions

Encourage Belle and her partner to ask questions that don't always start with the five W's + H.

<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Podcast Planning Day 1	ESL/Social Studies	4	Week 4, Day 3
<b>Curricular Standard:</b>				
Grade 4, Writing: 1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources ( <i>e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read-alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts</i> )				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT record information to use as research.		SWBAT write and organize information from research they learn.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>How do I record information from research?</li> <li>How can I convey information about a topic I've learned about?</li> </ul>		N/A		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
N/A		<ul style="list-style-type: none"> <li>Podcast Research and Planning packet (4.1.1)</li> <li>Articles about different regions (4.1.2-4.1.11)</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Intro and conclusion to podcast (10 minutes)</b>				
<p>Ask students about when they write an essay what they need at the beginning and end. Tell students that just like essays, podcasts need an intro and an outro (conclusion).</p> <p>Listen to examples of intros and outros. Ask students to listen carefully and make note of what they hear.</p> <p>Students should be able to say that intros include the topic and a short summary of what will be in the podcast. For outros, students should say there should be some sort of good bye and thank you to the audience for listening.</p>		For all students, provide scripts of podcast intros for them to read along on the board.		

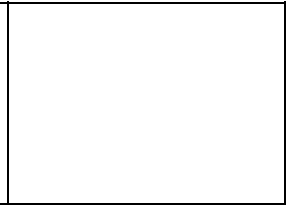
2: Script writing for podcast (30 minutes)			
<p>Model writing an intro and an outro with your example with future tense verbs. After modelling the intro, have students write their own. Do the same with the outro.</p> <p>Have students write their script with the script outline in Part 4 of Podcast Research and Planning packet (4.1.1)</p>	<p>Provide exemplar on the board for intro/outro:</p> <p>Intro: “Welcome to (podcast name). Today I will talk with _____. We will talk about problems in _____. Please listen and learn.”</p> <p>Outro: “Thank you for listening. We hope you have a good day!”</p> <p>For script writing, sit with Lisa and her partner, and as they say their questions/answers out loud, transcribe what they say to help them with their script.</p>	<p>Provide exemplar on the board for intro/outro:</p> <p>Intro: “Welcome to (podcast name). Today I will interview with _____. _____ will talk about the indigenous people who live there and are helping fix the problems. Please listen!”</p> <p>Outro: “Thank you for listening. We hope you learn some new information today. Please support the people!”</p>	<p>Provide exemplar on the board for intro/outro:</p> <p>“Welcome to (podcast name) and thank you for listening! We’ve got a great show for you. Today our guest is _____. I will interview them about climate change issues in _____. We will learn a lot about what is happening there, and the indigenous people who are helping out, so please stay tuned and support our podcast.”</p> <p>Outro: “That is all we have for you today. Thank you for listening, and please support the people by donating money to the links in our bio. Thanks!”</p>
3: Students edit and practice script (10 minutes)			
<p>When students finish, briefly look over their script and make any suggestions or corrections if necessary. Have students practice their script if time permits.</p>			



ESL Lesson Plan	Lesson/Topic:	Class/Subject:	Grade Level:	Lesson Sequence:
Teacher:	Podcast Planning Day 2	ESL/Social Studies	4	Week 4, Day 4
Curricular Standard:				
Grade 4, Oracy: 2.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion)				
Content Objective:		Language Objective:		
SWBAT create a podcast informing about indigenous peoples.		SWBAT speak about a topic using appropriate vocabulary words and organization skills.		
Essential Question(s):		Academic Vocabulary:		
How can I convey information about a topic I've learned about?		N/A		
Technology Integration:		Materials/Instructional Resources		
<ul style="list-style-type: none"><li>iPads</li><li>Voice recording app on iPads for recording</li></ul>		<ul style="list-style-type: none"><li>Podcast Research and Planning packet (4.1.1)</li><li>Articles about different regions (4.1.2-4.1.11)</li></ul>		
Instructional Activities/ Directions		Modifications/Accommodations of ELs		
		Lisa (Beginner ESL, Stage 1)	Jack (Intermediate ESL, Stage 2)	Belle (Advanced ESL, Stage 4)
1: Practice podcast (15 minutes)				
Give time for students to finish practicing their podcast out loud with their partners. On their rubrics, students should mark themselves for the score they think they'll get. Have them show you so you know they have looked over their script and thoroughly practiced.  Near the end of the practice time, show students how to use the recording app on iPads.		Model with Lisa, Jack and their partners how to grade each other. As they practice with their partners, show		Have Belle and her partner work with another pair to grade each other first while they practice. Encourage them to give each other feedback before they record their final version.
2: Recording and editing podcast (30-40 minutes)				

Hand out iPads and have students move to spaces away from each other to record their podcasts in peace. Encourage students to practice recording through two or three times.

Sit with Jack and Lisa and listen to them practice. As they practice, help them with pronunciation and help them show expression before doing the final recording.



<b>ESL Lesson Plan</b>	<b>Lesson/Topic:</b>	<b>Class/Subject:</b>	<b>Grade Level:</b>	<b>Lesson Sequence:</b>
<b>Teacher:</b>	Listening and Learning from Podcasts	ESL/Social Studies	4	Week 4, Day 5
<b>Curricular Standard:</b>				
Grade 4, Oracy: 1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts ( <i>e.g., make notes to summarize what has been heard; use graphic organizers, diagrams, or sketches to record information or ideas presented orally; prepare for a visit to the theatre by activating prior knowledge of the structure of a play and discussing the subject of the play with peers</i> ).				
<b>Content Objective:</b>		<b>Language Objective:</b>		
SWBAT ask and answer questions about their classmates' podcasts.		SWBAT listen for information about indigenous peoples in order to ask and answer appropriate questions.		
<b>Essential Question(s):</b>		<b>Academic Vocabulary:</b>		
What can I learn from my classmates?		N/A		
<b>Technology Integration:</b>		<b>Materials/Instructional Resources</b>		
<ul style="list-style-type: none"> <li>iPads with student podcasts</li> <li>Headphones</li> <li>Headphone jack for multiple listeners</li> </ul>		<ul style="list-style-type: none"> <li>Learning chart (4.5.1)</li> <li>End of unit exit ticket (4.5.2)</li> </ul>		
<b>Instructional Activities/Directions</b>		<b>Modifications/Accommodations of ELs</b>		
		<b>Lisa</b> (Beginner ESL, Stage 1)	<b>Jack</b> (Intermediate ESL, Stage 2)	<b>Belle</b> (Advanced ESL, Stage 4)
<b>1: Introduce listening activity with learning chart (10 minutes)</b>				
<p>Hand out the learning chart to all students. Tell them they will be completing this activity by themselves.</p> <p>Explain that there are 5 listening stations where they will rotate. There won't be enough time to visit all stations. At most, students will get to only 2 or 3 which is fine.</p> <p>Read the questions on the learning chart together as a class. Display it on the board. Go through each question and ask if students</p>				

<p>need clarification on any question.</p> <p>(Before class, prepare all student podcasts into 5 separate sessions with 2 per session. In total, students will listen to 4-6 separate podcast interviews.)</p>	
<b>2: Listening stations rotation (30-35 minutes)</b>	
<p>Split the students into 5 groups and set rules for rotations. Students will get 10-12 minutes at each station, and while they listen, they have to record information they learn from each other on their learning chart.</p>	<p>Use modified learning chart for Lisa and Jack, original for Belle. As this is part of the final assessment, let students work independently on this activity as they listen to their classmates' podcasts.</p>
<b>3: Exit ticket for unit (5 minutes)</b>	
<p>Hand out unit exit ticket for students. Have them fill it out and turn it in.</p>	

## 4.1.1: Podcast Research and Planning

My Name: \_\_\_\_\_

My Partner's Name: \_\_\_\_\_

What is climate change?

-----

-----

**Part 1: Before Reading**, write down information about your part of the world.

What part of the world are you researching?

-----

Color the part of the world below:



**Part 2: During Reading,** answer the following questions with your group.

Describe a climate change problem that is happening in your part of the world.

---

---

---

---

Which indigenous people live in this part of the world?

---

List 5 facts you learned about this people:

1	
2	
3	
4	
5	

**Part 3: After Reading,** write 6 questions and answers about what you've learned so far. Use the the W-H questions to help you start your questions. Remember to use complete sentences to write your answers!

Questions to ask the expert:

	Question	Answer
1	Who	
2	What	
3	Where	
4	When	
5	Why	
6	How	

## Part 4: Plan Your Script

Who is the interviewer? \_\_\_\_\_

Who is the expert? \_\_\_\_\_

**Write the introduction of your podcast here. Include a topic sentence, three details you will be talking about, and an invitation:**

Topic Sentence: \_\_\_\_\_

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

Invitation: (Choose one)

\_\_\_\_\_ Please enjoy this interview!

\_\_\_\_\_ Buckle in and listen.

\_\_\_\_\_ We hope you enjoy!

\_\_\_\_\_ Our own: \_\_\_\_\_

**Rewrite your interview questions and answers here:**

Interviewer (question 1): \_\_\_\_\_

\_\_\_\_\_

Expert: \_\_\_\_\_

\_\_\_\_\_

Interviewer (question 2): \_\_\_\_\_

\_\_\_\_\_



Expert: \_\_\_\_\_

\_\_\_\_\_

Interviewer (question 3): \_\_\_\_\_

\_\_\_\_\_

Expert: \_\_\_\_\_

\_\_\_\_\_

Interviewer (question 4): \_\_\_\_\_

\_\_\_\_\_

Expert: \_\_\_\_\_

\_\_\_\_\_

Interviewer (question 5): \_\_\_\_\_

\_\_\_\_\_

Expert: \_\_\_\_\_

\_\_\_\_\_

Interviewer (question 6): \_\_\_\_\_

\_\_\_\_\_

Expert: \_\_\_\_\_

\_\_\_\_\_

Interviewer (optional): \_\_\_\_\_

\_\_\_\_\_

Expert: \_\_\_\_\_

\_\_\_\_\_

**Now write your outro! Give thanks, restate the three important details, and give a goodbye:**

Give thanks (choose one):

\_\_\_ Thanks to everyone for listening!

\_\_\_ Thank you for taking time to learn about something new.

\_\_\_ Thanks for all your ears!

\_\_\_ Our own: \_\_\_\_\_

Restate 3 ideas:

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

Goodbye (choose one):

\_\_\_ Until next time!

\_\_\_ Bye! Talk to you soon.

\_\_\_ Have a great rest of your day!

\_\_\_ Our own: \_\_\_\_\_

## **Climate Change in Africa**

### **What is climate change?**

Climate change is the change in weather over a long period of time. A long time ago, Earth used to be covered in glaciers, which are big pieces of ice. Now there are few glaciers left because of Earth getting warmer throughout time. Today, Earth's temperature has increased a lot more over the last 150 years.

Earth has been getting warmer due to human activities. Sunlight enters Earth's atmosphere and usually bounces back out to space. But when gases called greenhouse gases are released into the air, they trap the sunlight and heat on Earth. This is called the greenhouse effect. Some of these greenhouse gases come from burning fossil fuels, which come from deep in Earth's ground, in order to use things like our homes, factories, cars, boats, and other forms of transportation. These activities lead Earth to getting warmer, which causes lots of other problems to happen.

Climate change can lead to problems that affect humans, animals, and plants. The polar ice caps are currently melting, which will make the oceans rise and cause many animals to lose their homes. The rise in sea levels can cause people to lose their homes as coastlines move more inland. Also, the oceans absorb 30% of carbon dioxide released into the air from burning fuels. This makes the oceans more acidic and causes coral reefs to die out, eliminating an important ecosystem necessary to the survival of many underwater animals. Climate change changes the weather patterns on Earth and creates stronger tropical storms across the world. Some places may get more rainfall and have terrible floods. Additionally, climate change is an obstacle to agricultural practices that help give us our food.

#### 4.1.2: Africa, Stage 4

As you can see, climate change is an important problem we need to solve. Using other forms of energy like solar or wind can help replace the need for fossil fuels. Individually, we could reduce our use of fossil fuels in our homes. We can walk or ride bikes more. We should recycle or reuse items so factories do not have to make more of what we have. Of course, we can only do so much on our own. We need to make sure we tell our governments and corporations around the world how to protect our planet. We can use our voices to make change.

#### **Region: Africa**

Africa is the second largest continent on Earth and takes up one-fifth of Earth's land mass. Home to many beautiful cultures and peoples, Africa has been greatly impacted by climate change even though the whole continent as a whole only makes up 4% of Earth's greenhouse gas emissions. Because it is such a vast land, Africa has diverse ecological systems and climate, which causes lots of different problems for different parts of the continent.

The biggest worry is the water supply. Parts of Africa have large supplies of water leftover from increased rainfall, but other parts are dry and prone to droughts. These dry desert areas are only getting drier, which only forces people to lose their homes and jobs. In southern Africa, the rainfall is predicted to increase and cause dangerous floods that relief funds will spend more money on.

70% of employed people in Africa are farmers, and climate change will affect their ability to farm and make money. Farmers will be forced off their lands if they cannot use the ruined soil or if they cannot adapt their farming methods.

### **People Focus: The Masai**

The Masai are an indigenous group who live in East Africa. They are legendary warriors and live as nomadic pastoralists--this means they move from place to place and eat milk, blood, and meat from cows. But due to climate change, the cows that help nourish them are not as strong as they used to be. There is a lack of rainfall, which means plant life is not as abundant to feed cows. Instead, the Masai have to buy their food. They subsist on porridge now more than meat. The Masai used to own and herd many cattle, but droughts have made that impossible.

A woman named Beatrice Lukelesia is helping teach Masai women how to adapt to the effects of climate change. One thing she is teaching them is how to turn cow dung into fuel so that they don't have to cut down trees for fuel. The Masai have also learned how to separate their cattle into different parts of land so there is enough grass for them to eat. Lastly, they have learned more about the abnormal weather patterns in order to create new ways for survival.

#### Sources:

##### Climate Change

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##### Africa

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## **Climate Change in Africa**

### **What is climate change?**

Climate change is the change in weather over a long time. A long time ago, Earth was covered in big pieces of ice. Now there is not a lot of ice left. Earth is getting too hot. Today, Earth's temperature is going up a lot more.

Earth is getting hotter because of what humans do. Sunlight comes into Earth's air and goes back out to space. But when gases called greenhouse gases go into the air, they trap the sunlight and heat on Earth. This is called the greenhouse effect. Greenhouse gases come from humans burning fossil fuels. Fossil fuels are deep in Earth's ground. We use them in our homes, factories, cars, and boats. The fossil fuels make gases that are bad for the air.

Climate change makes problems for humans, animals, and plants. The polar ice caps are melting now. This makes the oceans rise, and many animals lose their homes. The rise in sea levels makes people lose their homes. The water gets higher and will cover more land. Also, the oceans take in 30% of carbon dioxide, which is a gas that keeps Earth hot. This makes the oceans worse and hurts the homes of many underwater animals. Climate change makes stronger tropical storms across the world. Some places get more rainfall and have terrible floods. Additionally, climate change hurts farmers who help grow our food.

As you can see, climate change is an important problem we need to fix. Using other forms of energy from the sun or wind helps more. In our own lives, we can stop using more water in our homes. We can walk or ride bikes more. We can recycle or reuse

#### 4.1.3: Africa, Stage 2

items. Of course, we can only do so much on our own. We need to make sure we tell our leaders and businesses how to protect our planet. We can use our voices to make change.

#### **Region: Africa**

Africa is the second biggest continent on Earth. It takes up one-fifth of Earth's land. There are many kinds of people and cultures. Africa has been hurt by climate change. This is unfair because Africa does not make a lot of greenhouse gases. Africa is a very big place. Africa has many different kinds of weather and lands, which makes different problems for different parts of it.

The biggest worry is not having water. Parts of Africa have extra water leftover big rainfall, but other parts are too dry. This is called a drought when there is not enough water. These dry desert areas get too dry. This makes people lose their homes and jobs. In southern Africa, it will rain too much and cause dangerous floods. Too much money will be used there to fix it.

A lot of people who have jobs in Africa are farmers. Climate change will hurt their ability to farm and make money. Farmers will have to leave their land.

#### **People Focus: The Masai**

The Masai are an indigenous group who live in East Africa. They are legendary warriors who move from place to place and eat milk, blood, and meat from cows. But climate change hurts them. The cows they eat are not as strong as they used to be. It does not rain, which means the cows will not have plants to eat. Instead, the Masai have to buy

#### 4.1.3: Africa, Stage 2

their food. They eat porridge now more than meat. The Masai used to own and herd many cows, but droughts have stopped that.

A woman named Beatrice Lukelesia is helping teach Masai women how to live with climate change. One thing she is teaching them is how to burn cow dung for fire. This way they don't cut trees down for fire. The Masai have also learned how to separate their cows into different parts of land so there is enough grass for them to eat. Lastly, they have learned more about the strange weather patterns so they can live.

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## **Climate Change in the Arctic**

### **What is climate change?**

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Earth has been getting warmer due to human activities. Sunlight enters Earth's atmosphere and usually bounces back out to space. But when gases called greenhouse gases are released into the air, they trap the sunlight and heat on Earth. This is called the greenhouse effect. Some of these greenhouse gases come from burning fossil fuels, which come from deep in Earth's ground, in order to use things like our homes, factories, cars, boats, and other forms of transportation. These activities lead Earth to getting warmer, which causes lots of other problems to happen.

Climate change can lead to problems that affect humans, animals, and plants. The polar ice caps are currently melting, which will make the oceans rise and cause many animals to lose their homes. The rise in sea levels can cause people to lose their homes as coastlines move more inland. Also, the oceans absorb 30% of carbon dioxide released into the air from burning fuels. This makes the oceans more acidic and causes coral reefs to die out, eliminating an important ecosystem necessary to the survival of many underwater animals. Climate change changes the weather patterns on Earth and creates stronger tropical storms across the world. Some places may get more rainfall and have terrible floods. Additionally, climate change is an obstacle to agricultural practices that help give us our food.

#### 4.1.4: The Arctic, Stage 4

As you can see, climate change is an important problem we need to solve. Using other forms of energy like solar or wind can help replace the need for fossil fuels. Individually, we could reduce our use of fossil fuels in our homes. We can walk or ride bikes more. We should recycle or reuse items so factories do not have to make more of what we have. Of course, we can only do so much on our own. We need to make sure we tell our governments and corporations around the world how to protect our planet. We can use our voices to make change.

#### **Region: The Arctic**

The Arctic covers the North Pole at the top of Earth. Of all regions in the world, the most impacted has been the Arctic. This is because of the polar ice cap and its disintegration throughout the years. The temperature of the Arctic is warming up twice as fast as the rest of the world--this is not a good sign. The ice in the Arctic is specifically important to the animals that live there because those animals have adapted their bodies to live there only. With the ice cap melting, animals like polar bears are losing their homes. Other animals are losing protection from predators, thus endangering them. Another imminent problem is that with the ice cap disappearing, this opens up more room for human activities, like commercial fishing, oil drilling, and tourism to interfere with the ecological system.

The ice cap melting also leads to rising sea levels. It also leads to the uncovering of permafrost, which is a thick layer of soil that stays frozen throughout the year. Animals and plants that were in that permafrost will release more greenhouse gases into the atmosphere and only contribute to furthering climate change.

#### 4.1.4: The Arctic, Stage 4

##### **People Focus: The Inuit**

The Inuit are an indigenous group who live in the Arctic region. They have lived there for thousands of years and have perfectly adapted their survival skills and culture to that environment. Their knowledge and respect for the region they live in have caused them to adapt to the changing environment. The loss of ice has made it harder for the Inuit to travel in order to do their everyday tasks. With the decline in wildlife, the Inuit are also losing their food sources. They often rely on the wildlife to create tools to help them survive.

As the ice cap continues to melt, shipping companies are trying to carve new routes through the Arctic without regard to the Inuit and the environment. This, along with the pressing threat of climate change, has caused the Inuit to form a group called the Inuit Circumpolar Council (ICC), whose main goal is to represent the interests of the Inuit people. The ICC hopes to join the International Maritime Organization (IMO) in order to share their concerns about shipping practices. Worries about oil spills and other types of pollution to the sea is the ICC's priority. They want to use their knowledge of the Arctic to protect their land. They continue to fight today in order to pass on their knowledge and culture and influence their own people to take a stand against climate change.

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#### 4.1.5: The Arctic, Stage 2

items. Of course, we can only do so much on our own. We need to make sure we tell our leaders and businesses how to protect our planet. We can use our voices to make change.

#### **Region: The Arctic**

The Arctic covers the North Pole at the top of Earth. The Arctic has been hurt the most by climate change. This is because of the big piece of ice melting. The temperature of the Arctic is getting hotter than the rest of the world. The ice in the Arctic is important to the animals that live there. They don't know how to live anywhere else. With the ice melting, animals like polar bears are losing their homes. Other animals are losing protection from other animals. Another problem with the ice disappearing is that big ships will try to come through this area. This only hurts the Arctic more.

The ice melting also makes the seas rise more. It also uncovers permafrost. Permafrost is a big layer of dirt. Animals and plants that were in that permafrost will make more greenhouse gases and make the air worse.

#### **People Focus: The Inuit**

The Inuit are an indigenous group who live in the Arctic region. They have lived there for thousands of years. They use their skills and culture to live in the Arctic. The loss of ice has made it hard for the Inuit to move around. When animals get hurt because of climate change, the Inuit are also losing their food. They need the animals to make tools to help them survive.

As the ice keeps melting, shipping companies are trying to make new pathways through the Arctic. They do this without thinking about the Inuit and the environment.

#### 4.1.5: The Arctic, Stage 2

The Inuit made a group called the Inuit Circumpolar Council (ICC). They want to help their people. The ICC wants to join the International Maritime Organization (IMO) in order to tell the problems with the ships. They worry about oil spills and pollution in the ocean. They want to use their knowledge of the Arctic to protect their land. They keep fighting today against climate change.

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## **Climate Change in Latin America**

### **What is climate change?**

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Earth has been getting warmer due to human activities. Sunlight enters Earth's atmosphere and usually bounces back out to space. But when gases called greenhouse gases are released into the air, they trap the sunlight and heat on Earth. This is called the greenhouse effect. Some of these greenhouse gases come from burning fossil fuels, which come from deep in Earth's ground, in order to use things like our homes, factories, cars, boats, and other forms of transportation. These activities lead Earth to getting warmer, which causes lots of other problems to happen.

Climate change can lead to problems that affect humans, animals, and plants. The polar ice caps are currently melting, which will make the oceans rise and cause many animals to lose their homes. The rise in sea levels can cause people to lose their homes as coastlines move more inland. Also, the oceans absorb 30% of carbon dioxide released into the air from burning fuels. This makes the oceans more acidic and causes coral reefs to die out, eliminating an important ecosystem necessary to the survival of many underwater animals. Climate change changes the weather patterns on Earth and creates stronger tropical storms across the world. Some places may get more rainfall and have terrible floods. Additionally, climate change is an obstacle to agricultural practices that help give us our food.

#### 4.1.6: Latin America, Stage 4

As you can see, climate change is an important problem we need to solve. Using other forms of energy like solar or wind can help replace the need for fossil fuels. Individually, we could reduce our use of fossil fuels in our homes. We can walk or ride bikes more. We should recycle or reuse items so factories do not have to make more of what we have. Of course, we can only do so much on our own. We need to make sure we tell our governments and corporations around the world how to protect our planet. We can use our voices to make change.

#### **Region: Latin America**

Latin America covers the areas of Mexico, Central America, and South America. Bordered by the Pacific and Atlantic Oceans on both sides, Latin America has been impacted by climate change and shifting environments. One effect climate change has had on Latin America is the varying extreme weather phenomena. Typhoons, hurricanes, flooding, snowstorms, tornadoes, avalanches, and more have hit the region because of the changing weather patterns. Many people have been displaced by these events, causing a lot of homelessness and migration.

The Amazon River and its surrounding rainforest, located in South America, has been a focal point of many conservation efforts. Climate change has affected the Amazon greatly with the droughts over the last decade. There is a fear that this will cause even more trees to die. The rising sea levels are also concerning because of the coastal homes, where much of the Latin American population live, that will be destroyed.

#### **People Focus: The Kichwa**



#### 4.1.6: Latin America, Stage 4

The Kichwa are an indigenous group who live at the foothills of the Andes Mountain range in Ecuador in South America. They also live near the Amazon forest, which they have been protecting from threats such as climate change and deforestation. The Kichwa celebrate nature, which is supported by their understanding of science. This helps them recognize the threat of climate change and the importance of stopping it. Kichwa leaders want people to stop spending money on things they don't need--this only leads to the destruction of the forest, which won't live to see the future.

Members of the Kichwa people are taking it upon themselves to protect their lands. A small community of farmers who live near the town of Loreto in Ecuador have come up with an innovative way to sustainably carry on their traditions and survive in a global community. They are called Ally Guayusa. They have grown and harvested a tea plant called guayusa to sell to local and international markets. This business has helped create jobs and protect their part of the rainforest. They make money to keep their traditions alive and to keep the rainforest growing by planting and harvesting guayusa.

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#### 4.1.7: Latin America, Stage 2

items. Of course, we can only do so much on our own. We need to make sure we tell our leaders and businesses how to protect our planet. We can use our voices to make change.

#### **Region: Latin America**

Latin America is Mexico, Central America, and South America. Pacific and Atlantic Oceans are on both sides of Latin America. Latin America has been hurt by climate change. One way climate change has hurt this region is the different weather. Hurricanes, flooding, snowstorms, tornadoes, avalanches, and more have hit this part of the world. Many people have been hurt. They lose their homes and have to move.

The Amazon River and its rainforest has been an important place that people want to save. Climate change has hurt the Amazon with droughts over the last decade. This will make many trees die. Most people in Latin America live by the water. When the sea rises, the water can destroy their homes.

#### **People Focus: The Kichwa**

The Kichwa are an indigenous group who live by the mountains in Ecuador in South America. They also live near the Amazon forest, which they have been protecting. The Kichwa believe in nature and in science. This helps them understand climate change and the importance of stopping it. Kichwa leaders want people to stop spending money on things they don't need. This only hurts the rainforest more. They want the rainforest to be part of the future.

Some of the Kichwa people are protecting their homeland. A small group of farmers have come up with a new way to protect the forest. They are called Ally Guayusa.

#### 4.1.7: Latin America, Stage 2

They have grown and picked a tea plant called guayusa. They sell it to local and international markets. This business has helped make jobs and protect their part of the rainforest. They make money to keep their traditions alive and to keep the rainforest growing.

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## **Climate Change in the United States**

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#### 4.1.8: The United States, Stage 4

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#### **Region: United States**

The United States of America is arguably the most influential country in the world. It has been a world leader for the last hundred years in many areas. However, it holds steady as the second-largest greenhouse gas producer. Over the last decade, the U.S. has continuously recorded its hottest years on record. Wildfires in California have destroyed millions of acres of land and displaced citizens. Droughts will get worse throughout the South East and Great Plains regions. Rising sea levels are eroding coastlines. Heavy rainfall and flooding are becoming too common across the country.

Six in 10 Americans believe in climate change. The government of any country has the responsibility to protect its people from threats like climate change. Policies they make should reflect that, but in the U.S. politicians have made climate change an issue to fight over. Even as winters last less, even as polar vortexes show up randomly, even as wildfires continue spreading, if the government does nothing to slow down climate change, it is an issue that will still be talked about.

#### **People Focus: Standing Rock Sioux Tribe**

#### 4.1.8: The United States, Stage 4

The Standing Rock Sioux Tribe are an indigenous people who live on the Standing Rock Sioux Reservation in the U.S. states of North Dakota and South Dakota. They are a self-governing sovereign nation who are part of the Dakota and Lakota nations. The land they live on is sacred to them, which means it is land they respect and take care of very well. In 2016, a U.S. energy company wanted to create a new pipeline, called the Dakota Access Pipeline, to run near the Standing Rock Sioux Reservation with hopes that it would carry oil throughout the Midwest.

The Standing Rock Sioux Tribe, along with many supporters, protested on the land in order to stop the construction of this pipeline. They believed it had no right going through sacred land that belonged to them and that it would be harmful to the environment. Particularly, as the pipeline would run under the Missouri River where the Standing Rock Sioux Tribe gets their water, that it would contaminate their main water source. Most importantly, the construction of the pipeline would only make climate change worse because it would only support the oil industry.

Despite the protests, the pipeline was created in 2017. The Standing Rock Sioux Tribe did not give up though. In 2020, the Dakota Pipeline was ordered to stop operating based on claims that it was unsafe for the Standing Rock Sioux Tribe. Right now, it is under inspection for safety concerns, which may take a few years to do. It was a victory for the Standing Rock Sioux Tribe and for climate change.

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#### 4.1.9: The United States, Stage 2

items. Of course, we can only do so much on our own. We need to make sure we tell our leaders and businesses how to protect our planet. We can use our voices to make change.

#### **Region: United States**

The United States of America is a powerful country. However, it makes so much greenhouse gases. Over the last ten years, the U.S. has gotten hotter each year. Wildfires in California have destroyed so much land and hurt people. Droughts will get worse in some parts of the U.S. Rising sea levels are eroding coastlines. Heavy rainfall and flooding are happening across the country.

Many Americans believe in climate change. The government of any country should protect its people from climate change. In the U.S. politicians have made climate change a problem to fight over. Winters are not that long, wildfires keep happening, and if the government does nothing to slow down climate change, it will keep being a problem.

#### **People Focus: Standing Rock Sioux Tribe**

The Standing Rock Sioux Tribe are an indigenous people who live in the U.S. states of North Dakota and South Dakota. They are part of the Dakota and Lakota nations. They respect and take care of the land they live on very well. In 2016, a U.S. energy company wanted to make a new pipeline, called the Dakota Access Pipeline, to run near where the Standing Rock Sioux Tribe lives. The pipeline would carry a lot of oil through the Midwest.

#### 4.1.9: The United States, Stage 2

The Standing Rock Sioux Tribe protested on the land in order to stop the construction of this pipeline. Protest means they told the government they did not want the pipeline. They believed it had no right going through their land. It would also be harmful to the environment. The pipeline would run under the Missouri River where the Standing Rock Sioux Tribe gets their water. The pipeline would ruin their main water source. Most importantly, the pipeline would only make climate change worse because oil would be used more.

Even though the protests were powerful, the pipeline was created in 2017. The Standing Rock Sioux Tribe did not give up though. In 2020, the Dakota Pipeline was ordered to stop working. It was unsafe for the Standing Rock Sioux Tribe. Right now, it is being looked at for safety, which may take a few years to do. It was a victory for the Standing Rock Sioux Tribe and for climate change

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## **Climate Change in Australia**

### **What is climate change?**

Climate change is the change in weather over a long period of time. A long time ago, Earth used to be covered in glaciers, which are big pieces of ice. Now there are few glaciers left because of Earth getting warmer throughout time. Today, Earth's temperature has increased a lot more over the last 150 years.

Earth has been getting warmer due to human activities. Sunlight enters Earth's atmosphere and usually bounces back out to space. But when gases called greenhouse gases are released into the air, they trap the sunlight and heat on Earth. This is called the greenhouse effect. Some of these greenhouse gases come from burning fossil fuels, which come from deep in Earth's ground, in order to use things like our homes, factories, cars, boats, and other forms of transportation. These activities lead Earth to getting warmer, which causes lots of other problems to happen.

Climate change can lead to problems that affect humans, animals, and plants. The polar ice caps are currently melting, which will make the oceans rise and cause many animals to lose their homes. The rise in sea levels can cause people to lose their homes as coastlines move more inland. Also, the oceans absorb 30% of carbon dioxide released into the air from burning fuels. This makes the oceans more acidic and causes coral reefs to die out, eliminating an important ecosystem necessary to the survival of many underwater animals. Climate change changes the weather patterns on Earth and creates stronger tropical storms across the world. Some places may get more rainfall and have terrible floods. Additionally, climate change is an obstacle to agricultural practices that help give us our food.

#### 4.1.10: Australia, Stage 4

As you can see, climate change is an important problem we need to solve. Using other forms of energy like solar or wind can help replace the need for fossil fuels. Individually, we could reduce our use of fossil fuels in our homes. We can walk or ride bikes more. We should recycle or reuse items so factories do not have to make more of what we have. Of course, we can only do so much on our own. We need to make sure we tell our governments and corporations around the world how to protect our planet. We can use our voices to make change.

#### **Region: Australia**

Australia is a continent and nation in the Pacific Ocean. It is the driest continent (besides Antarctica) and therefore is very much susceptible to climate change. In the last couple of years, wildfires have raged for months there. The Great Barrier Reef off the northeastern coast has lost 50% of its hard coral in the shallow waters due to bleaching from the acidification of the oceans. Australia has some of the most unique animals and plants, and climate change can drastically alter them for the worse. The increasing temperatures drive animals away from their homes with bushfires and droughts. Food security industries will suffer with rising temperatures.

#### **People Focus: Indigenous Australians**

The Indigenous Australians are the indigenous people who live in Australia. Indigenous Australians face various climate change threats that not only impact them as humans but impact their culture and cultural artifacts. Uluru, the beautiful large rock in central Australia that remains sacred to Indigenous Australians, will be affected by many kinds of storms like droughts, fires, and floods, in addition to hot weather. These kinds of weather will change the way Uluru looks in time. Rising sea levels are making sacred

#### 4.1.10: Australia, Stage 4

rock art sites disappear underwater as well. Climate change can also increase food insecurity for Indigenous Australians who live in rural areas far from the city. Water will likely be contaminated and people can get different diseases. As the temperatures rise more, Indigenous Australians are also impacted by housing issues.

Nevertheless, Indigenous Australians are adapting to the challenges of climate change. They are forming groups with other Indigenous Australians to fight against climate change and raise money to sustain their lives. They are carbon farming, which means they remove carbon dioxide from the air to turn it into plant and soil material. By removing carbon dioxide from the air, they are able to prevent bushfires, save rainforests, and protect wildlife and Indigenous art sites. Indigenous Australians are also using their vast knowledge of the weather and environment to create calendars to help mark the patterns of the weather. These calendars will help young Indigenous Australians continue their work in the years to come.

#### Sources:

##### Climate Change

<https://climatekids.nasa.gov/climate-change-meaning/>

<https://kids.nationalgeographic.com/science/article/climate-change>

<https://www.noaa.gov/education/resource-collections/climate/climate-change-impacts>

##### Australia

<https://www.science.org.au/supporting-science/science-policy-and-analysis/reports-and-publications/risks-australia-three-degrees-c-warmer-world>

<https://www.foreground.com.au/culture/not-passive-victims-indigenous-australians-respond-to-climate-change/>

## **Climate Change in Australia**

### **What is climate change?**

Climate change is the change in weather over a long time. A long time ago, Earth was covered in big pieces of ice. Now there is not a lot of ice left. Earth is getting too hot. Today, Earth's temperature is going up a lot more.

Earth is getting hotter because of what humans do. Sunlight comes into Earth's air and goes back out to space. But when gases called greenhouse gases go into the air, they trap the sunlight and heat on Earth. This is called the greenhouse effect. Greenhouse gases come from humans burning fossil fuels. Fossil fuels are deep in Earth's ground. We use them in our homes, factories, cars, and boats. The fossil fuels make gases that are bad for the air.

Climate change makes problems for humans, animals, and plants. The polar ice caps are melting now. This makes the oceans rise, and many animals lose their homes. The rise in sea levels makes people lose their homes. The water gets higher and will cover more land. Also, the oceans take in 30% of carbon dioxide, which is a gas that keeps Earth hot. This makes the oceans worse and hurts the homes of many underwater animals. Climate change makes stronger tropical storms across the world. Some places get more rainfall and have terrible floods. Additionally, climate change hurts farmers who help grow our food.

As you can see, climate change is an important problem we need to fix. Using other forms of energy from the sun or wind helps more. In our own lives, we can stop using more water in our homes. We can walk or ride bikes more. We can recycle or reuse

items. Of course, we can only do so much on our own. We need to make sure we tell our leaders and businesses how to protect our planet. We can use our voices to make change.

**Region: Australia**

Australia is a continent and nation in the Pacific Ocean. It is the driest continent (besides Antarctica). Climate change hurts it a lot. Last year, wildfires went on for months there. The Great Barrier Reef has lost half of its hard coral because of the oceans getting hurt. Australia has some of the most unique plants and animals. Climate change can change them even worse. The high temperatures drive animals away from their homes with bushfires and droughts. Food security industries will suffer with rising temperatures.

**People Focus: Indigenous Australians**

The Indigenous Australians are the indigenous people who live in Australia. Indigenous Australians face various climate change threats. It hurts their culture too. Uluru, the large rock in central Australia that is important to Indigenous Australians, will be hurt by many kinds of storms. This weather will change the way Uluru looks. Rising sea levels are making Indigenous rock art sites disappear underwater as well. Climate change can also hurt food supply for Indigenous Australians who live far from the city. Water will likely be ruined and people can get different diseases. As the temperatures grow, Indigenous Australians are also hurt by housing issues.

Still, Indigenous Australians are learning to live with the problems of climate change. They are forming groups with other Indigenous Australians to fight against climate change and raise money to live. They are removing carbon dioxide from the air. This

#### 4.1.11: Australia, Stage 2

helps prevent bushfires, save rainforests, and protect wildlife and Indigenous art sites. Indigenous Australians are also using their knowledge of the weather and environment to create calendars. These calendars will show how the weather changes. These calendars will help young Indigenous Australians continue their work in the years to come.

#### Sources:

##### Climate Change

<https://climatekids.nasa.gov/climate-change-meaning/>

<https://kids.nationalgeographic.com/science/article/climate-change>

<https://www.noaa.gov/education/resource-collections/climate/climate-change-impacts>

##### Australia

<https://www.science.org.au/supporting-science/science-policy-and-analysis/reports-and-publications/risks-australia-three-degrees-c-warmer-world>

<https://www.foreground.com.au/culture/not-passive-victims-indigenous-australians-respond-to-climate-change/>



#### 4.1.12: Podcast Rubric

My Name: \_\_\_\_\_

My Partner's Name: \_\_\_\_\_

	4	3	2	1
<b>Teamwork</b>				
	Student helped their partner well together and helped each other prepare for podcast.			Student and partner did not work well together at all.
<b>Information</b>				
<b>Knowledge of climate change</b>	Student and partner gave a full in-depth explanation of climate change with examples.	Student and partner have a good definition of climate change that showed they understood it.	Student and partner have an incomplete definition of climate change.	Student and partner did not give a definition of climate change.
<b>Knowledge of region and people</b>	Student and partner showed deep knowledge of their topic and were great experts.	Student and partner showed good knowledge of their topic.	Student and partner showed some right information about their topic.	Student and partner did not show knowledge of topic.
<b>Speaking</b>				
<b>How did I speak?</b>	Student used a loud, clear speaking voice that was easy to understand.	Student used a clear speaking voice most of the time.	Student used a clear speaking voice sometimes and was hard to understand at some points.	Student did not use a clear speaking voice and was not able to be understood.
<b>What kinds of words did i use?</b>	Student and partner used 10+ vocabulary words in their podcast.	Student and partner used 6-10 vocabulary words in their podcast.	Student and partner used 3-5 vocabulary words in their podcast.	Student and partner used 0-2 vocabulary words in their podcast.
<b>What kinds of sentences did I use?</b>	Student used a variety of sentences correctly in speaking and explained all ideas well..	Student some variety of sentences in speaking and sometimes misspoke an idea or two.	Student used short sentences in speaking to explain idea..	Student spoke in short phrases and single words.

Total: \_\_\_\_\_ / 24

**4.5.1: Podcast Learning Chart**

Name \_\_\_\_\_

Directions: Listen to podcasts about each of 4 of the indigenous people (don't listen to the one you did). Write down your answers as you listen.

	Indigenous Australians	Inuit	Kichwa	Masai	Standing Rock Sioux Tribe
Where do they live?					
What is a climate change problem they face?					
What are they doing to fight climate change?					
What's a question you have about these people?					

**4.5.2: Unit Exit Ticket**      Name \_\_\_\_\_

Directions: Answer each question the best you can.

What is an important word you remember learning from this unit? What does it mean?	
What climate change problem do you think is important?	
If you met an indigenous person who is fighting climate change, what would you say to them?	

**4.5.2: Unit Exit Ticket**      Name \_\_\_\_\_

Directions: Answer each question the best you can.

What is an important word you remember learning from this unit? What does it mean?	
What climate change problem do you think is important?	
If you met an indigenous person who is fighting climate change, what would you say to them?	

#### 4.6: Podcast Script Exemplars

##### Stage 1:

Interviewer: Today we will talk about climate change. We will talk to an expert about it. They will also talk about climate change in the Arctic. Please enjoy this interview!

Interviewer: Hello, Lisa, thank you for being here.

Expert: Thank you for having me.

Interviewer: What is climate change?

Expert: Climate change is when the weather changes. It is not good.

Interviewer: Why is climate change bad?

Expert: It hurts the earth. People can lose their homes. Food can run out.

Interviewer: Where is climate change bad?

Expert: In the Arctic where the polar bears live. The ice is melting.

Interviewer: Why is the ice melting?

Expert: Climate change makes the earth hotter. So the ice melts.

Interviewer: Who lives in the Arctic?

Expert: One group of people who live there are the Inuit.

Interviewer: How are they helping?

Expert: They made a group called the ICC. They want to stop ships. Ships want to come through the Arctic. But that would hurt animals and the water.

Interviewer: What else should we know about climate change in the Arctic?

Expert: The ice melting is not good. Seas will get higher and people will lose their homes.

Interviewer: We should protect our planet.

Expert: Yes we should.

Interviewer: Thank you, Lisa, for talking to me today.

Expert: You're welcome.

Interviewer: Thanks to everyone for listening. We learned a lot. Climate change is bad. It is harmful to the Arctic. We need to help our planet. Bye, talk to you soon!

Stage 4:

Interviewer: On today's show, we are going to learn about climate change. Specifically in the Arctic. We have a guest expert joining us today to talk about it. There was a lot we learned about this issue. Let's get to it!

Interviewer: Hello, Belle, thank you spending time with us.

Expert: Thank you for having me here. I look forward to telling you more about this very important topic.

Interviewer: So tell our listeners: What is climate change?

Expert: Climate change is when the weather changes over a long time. It is harmful to Earth.

Interviewer: Why is climate change harmful?

Expert: It makes Earth really warm. When that happens, many terrible things happen.

Interviewer: What terrible things happen?

Expert: Bad weather, rising sea levels, people losing homes and food.

Interviewer: That does not sound good. So where is climate change really bad?

Expert: In the Arctic. The polar ice cap is melting. Animals are losing their homes. The water is getting higher.

Interviewer: Why is the ice melting?

Expert: Climate change makes the earth too warm, so we are slowly losing the ice cap year by year.

Interviewer: Who lives in the Arctic?

Expert: An indigenous group of people called the Inuit live there. They've been there for thousands of years. They know more than anyone about the Arctic.

Interviewer: How are they helping stop climate change in the Arctic?

Expert: They formed a group called the International Circumpolar Council, the ICC. They want to stop ships from making new routes through the Arctic. That would hurt animals and pollute the water.

Interviewer: We would not want that. How can they stop the ships?

Expert: They are hoping to talk to the big group who control where the ships go. The first thing is to be given space to talk.

Interviewer: Sounds like a big problem we need to fix.

Expert: Yes, it is so important.

Interviewer: Thank you, Belle, for informing our audience today about this topic.

Expert: You're welcome. I enjoyed being here!

Interviewer: Thanks to everyone for tuning in. Climate change is so important to know about. The earth is getting warmer each year, and we need people like the Inuit to help stop it. I hope you learned a lot. Until next time!

## **Appendix A**

### **Sample slide presentation for Week 1 lessons**



# **WEEK 1: HUMAN AND PHYSICAL FEATURES**

---

## **LEARNING OBJECTIVES**



**Content:** I can sort and identify human and physical features.



**Language:** I can explain out loud to my classmates why a picture shows a human or physical feature using the word “because”.

# ACTIVITY: PICTURE SORT

With your partner, sort these 8 pictures into two groups.



## ANSWER



## WHAT DO YOU NOTICE ABOUT THESE PICTURES?

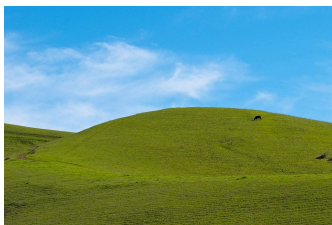


## Human Features



1.1

## WHAT DO YOU NOTICE ABOUT THESE PICTURES?



## Physical Features

1.1



**Physical Features**  
are the natural parts  
of the land like  
rivers, mountains,  
lakes and other  
landforms

**Human Features** are  
things made by  
humans like roads,  
buildings, and other  
things

1.1



Library

Physical

Human

1.1



**Farm**

**Physical**

**Human**

"farm scene" by [Christian Collins](#) is licensed under [CC BY-SA 2.0](#)

1.1



**Great Salt Lake**

**Physical**

**Human**

"Great Salt Lake" by [John-Morgan](#) is licensed under [CC BY 2.0](#)

1.1





**Great Wall of China**

**Physical**

**Human**

**1.1**



**Zhangjiajie Mountains**

**Physical**

**Human**

**1.1**



Forbidden City

Physical

Human

1.1

## ACTIVITY: SCHOOL WALK

Human and Physical Features

Name \_\_\_\_\_

As I walk around my school, these are the features I see:

Human Features	Physical Features

**We will walk as a class around school**

**As we do, make notes about what you see around**

**Record your observations on this paper**

**Reminder: work quietly, listen to instruction**

1.1

---

# LEARNING OBJECTIVES



**Content:** I can read political and physical maps to find information.



**Language:** I can list information from political and physical maps using short words and phrases.

1.2

---

## REVIEW

**What are some human features that we can't see or touch?**

**Are cities and countries human or physical? Explain.**

1.2



# HOW ARE THESE MAPS DIFFERENT?

Political Map



Physical Map



1.2

**Political maps show boundaries, towns, and other human features**



1.2



**government:**

**the people who  
make laws and  
control places**

**city:**

**A large or small  
town**

**country:**

**a place or area  
that has its own  
government**

1.2

**boundary:**

**a line that  
separates places  
from each other**

**Physical maps  
show elevation and  
landforms and  
other physical  
features**

**elevation:**

**how high the land  
is above sea level**

**landform:**

**a natural part of  
the earth's surface  
(mountains, rivers,  
valleys, plateaus,  
deserts...)**



1.2



**-Green means very flat (low elevation)**

**-Brown means the land rises (mountains/high elevation)**

**-Blue shows water**

1.2

---

## ACTIVITY: MAP STUDY

**Directions:**

**Walk around the room to the different maps**

**For each continent, there are two questions: 1 for political map, 1 for physical map**

**Study each map and find the correct information**

**You can work with a partner or by yourself**

1.2

---

# LEARNING OBJECTIVES



**Content:** I can read identify different landforms.



**Language:** I can define landforms using a dictionary.

1.3

---

# PHYSICAL FEATURES

An important part of physical features is **LANDFORM**

**LAND:** the part of the earth that is not water

**FORM (verb):** to make

**FORM (noun):** the shape of something

A **LANDFORM** the shape of the land

**LANDFORMS** are natural parts of the Earth's surface

1.3



## HAVE YOU SEEN THESE **LANDFORMS** BEFORE?



1.3

## LANDFORM VOCABULARY CARD

**You will make a picture card for one of these landforms.**

**On it, you will write:**

- **The word at the top in big letters**
- **The definition of the word**
- **One or two real-life examples of the landform**

- |              |             |
|--------------|-------------|
| 1. mountain  | 11. gulf    |
| 2. river     | 12. delta   |
| 3. stream    | 13. glacier |
| 4. strait    | 14. island  |
| 5. peninsula | 15. sea     |
| 6. valley    | 16. canyon  |
| 7. plain     | 17. isthmus |
| 8. plateau   | 18. coast   |
| 9. ocean     | 19. mesa    |
| 10. bay      | 20. lake    |

1.3

---

# LEARNING OBJECTIVES



**Content:** I can design a city using physical and human features.



**Language:** I can write paragraphs about how physical features are used to build human features using landform vocabulary.

1.4

---

## REVIEW

What are some landforms you remember?

Did you see any this past weekend?

1.4



Jeju is an island in South Korea

(The pictures on the following slides are from my trip to Jeju)

What kind of map is this, political or physical? How do you know?

"File:Jeju City location map.png" by Maproom based on work by Kokiri is licensed under CC BY-SA 3.0

1.4

What landforms do you see?



1.4



1.4

---

# CITY DESIGN

- You work as a city planner: you design cities
- Imagine you have found a natural piece of land, untouched by humans
- You want to build on it, but first you have to draw what it looks like

1.4



---

# CITY DESIGN PART 1: LANDFORMS

- You need:
  - Color pens, markers, color pencils
- What to do:
  - Pick at least 5 landforms to draw in your picture
  - Draw the landforms together in a picture that shows what your piece of land looks like
  - Only include landforms, no human features!

1.4

---

## WRITING: DESCRIBE YOUR PIECE OF LAND.

Now that you have your picture, it's time to tell Miss Song why you should use this land to build on.

Some things to think about:

What landforms are on here?

Why would these landforms help the city?

Where is this city located? (Think continent, country, hemisphere, etc.)

1.4

The name of my city will be: \_\_\_\_\_

### **Part 1: Landforms/Physical Features**

Where is this piece of land located?

Continent: \_\_\_\_\_

Country: \_\_\_\_\_

What hemisphere? \_\_\_\_\_

1.4

What landforms/physical features are on this piece of land?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can these landforms/physical features help humans?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.4

---

# LEARNING OBJECTIVES



**Content:** I can design a city using physical and human features.



**Language:** I can write paragraphs about how physical features are used to build human features using landform vocabulary.

1.5

---

## HUMAN FEATURES

Human features are things like roads, buildings, and other things made by humans



1.5

---

## **WHY DO WE BUILD HUMAN FEATURES?**

- Humans depend on the physical features of the land
  - Where do we get our water?
  - Where do we get our food?
  - Where do we get our houses and homes?
  - Where do we get our clothes?

1.5

---

## **WHY DO WE BUILD HUMAN FEATURES?**

- Humans change the land to make it easier to live on
  - How do we get from place to place?
  - Where do we go on vacation?
  - How do we buy things we want?
  - How do we learn about stuff?

1.5

# WHY DO WE BUILD HUMAN FEATURES?

We live on Earth among all these physical features, which means we need to survive, so we change it to make it suitable for us to live



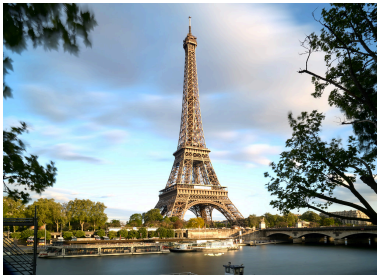
A city is an important example of a human feature. What physical features does a city need to be near?

1.5

## WHAT KINDS OF HUMAN FEATURES ARE THERE?



1.5



1.5

---

## **ACTIVITY: DO WE NEED THESE?**

- Each student will get a picture of a human feature
- Decide how important your human feature is. Do people need it?
- Give at least 3 reasons why we need this human feature
- We will rank the different human features

1.5

## CITY DESIGN PART 2: HUMAN FEATURES OVERLAY

- You need:
  - Color pens, markers, color pencils, color paper, laminate sheet
- What to do:
  - Pick at least 6-10 human features to put in your overlay
  - Draw, color, and cut out human features to put in your laminate sheet
  - Be creative!
    - Think about what makes sense to go with your landforms.

1.5

### Part 2: Human Features

What human features are you building on this land?

---

---

---

---

---

---

Why are you building these human features here?

---

---

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---

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---

What do you have to do with the land before you can build on it?

---

---

---

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